School Governance Practices and Teachers' Performance in Government-Aided Secondary Schools in Gulu City.

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A Research Dissertation Submitted to the Directorate of Research and Graduate Training in Partial Fulfilments of the Award of Degree of Master of Education in Education Management of Gulu University

October, 2026

Declaration

I, Beatrice Acen, declare that this research dissertation titled "*School Governance Practices and Teachers' Performance in Selected Government-Aided Secondary Schools in Gulu City, Uganda*" is my original work and has not been presented to any University or institution of higher learning for any academic award.

Signature:.....Date: 20/10/2026

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Approval

This is to certify that this research dissertation titled "*School Governance Practices and Teachers' Performance in Government-Aided Secondary Schools in Gulu City, Uganda*" was developed under our supervision and is submitted to Directorate of Research and Graduate Training in partial fulfillments for the award of the Degree of Masters of Educational Planning, Management and Administration of Gulu University.

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Dedication

This work is dedicated to my dear parents Mr. Oywek George(RIP) and Ms. Lakot Santa(RIP) for the parental love and guidance and for introducing me to Education, my children (Annet, Nicholas, Moses, Specioza and Katelyn), my brothers and sisters (especially Erickson and Mildred) my dear Husband Ouma Patrick whose support gave me strength to accomplish my studies.

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Special acknowledgement to the Headteachers, Teachers, B.O.G and P.T.A members of all government aided secondary schools in Gulu City, the City Education Officer and Education Officer Gulu City.

However, I take full responsibility for whatever shortcomings this work may exhibit.

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Abstract

The study was conducted on the relationship between school governance practices and teachers' performance. The study was guided by the following objectives; to assess the level of teachers' performance in government aided secondary schools, to assess school governance practices in government-aided secondary schools and to determine the relationship between school governance practices and the level of teachers' performance in government-aided secondary schools in Gulu City. Syllabi coverage, planning and preparation, classroom management, teaching and learning, learners' assessments, time management, content delivery and guidance and counseling sessions denoted and supervising extra -curricular activities denoted the level of teachers' performance, accountability and oversight, budget approval, monitoring of school activities (teaching and learning, decision making and policy implementation, Annual General Meetings (AGM) and communication and information flow denoted school governance practices. The study was conducted using correlation design; data were collected using questionnaires from 260 respondents. Descriptive statistics was used to determine the level of teachers' performance and school governance practices respectively. Pearson correlation was used to determine the relationship between school governance practices and the level of teachers' performance in government-aided secondary schools. The findings revealed a high level of teachers' performance across key dimensions such as instructional planning, curriculum implementation, co-curricular involvement, guidance and counselling, assessment and evaluation, classroom management, time management, and content delivery. The findings indicated that school governance practices; accountability and oversight, instructional monitoring, stakeholder engagement through Annual General Meetings (AGMs) and communication systems in government-aided secondary schools in Gulu City are generally effective and positively perceived by teachers. The findings revealed a moderate positive and statistically significant relationship between school governance practices and teachers' performancein government-aided secondary schools in Gulu City. The study recommended that school administrators and education stakeholders should strengthen continuous professional development programmes and supportive supervision mechanisms to sustain and further enhance the already high levels of teachers' job performance, particularly in areas of instructional effectiveness, learner assessment, guidance and counselling, and classroom management, school administrators, Boards of Governors, and other stakeholders should strengthen participatory governance by increasing teacher and stakeholder involvement in budget preparation, policy formulation, and decision implementation processes and that school administrators, Boards of Governors and education authorities should strengthen and institutionalize effective school governance practices, particularly accountability mechanisms, instructional supervision, stakeholder participation and communication systems, as these have been shown to contribute positively to teachers' job performance.

Keywords: School Governance Practices and Teachers' Performance.

Chapter One

Introduction

1.0 Introduction

In government-aided secondary schools, where public investment and policy intersect with classroom and outside classroom realities, teacher performance becomes an essential determinant of quality education delivery (Badhdady and Zaki, 2019). Effective school governance is a cornerstone of educational quality and institutional accountability, especially in government-aided secondary schools where public funding and policy frameworks converge (Zikanga, 2022).

The chapter consists of the background of the study, statement of the problem, the purpose of the study, objectives of the study, the research questions, conceptual framework, the significance of the study.

1.1 Background of the study

This section discusses historical background, theoretical background of the study, conceptual background of the study and contextual background of the study.

1.1.1 Historical Background of the Study

Globally, the historical narrative of teachers' performance dates back during the post-World War II with the expansion of mass education and especially from the 1980s onwards, driven by the rise of neo-liberal policies emphasizing accountability, results, and standards, influence of international assessments (e.g., PISA, TIMSS) and the global education frameworks (e.g., Education for All, SDGs). The key subject matter here is transition from input-based (qualification, experience) to output-based measures (student achievement, teaching effectiveness), focus on teacher competencies, instructional quality and professional development and increasing role of performance appraisal, teacher standards and evidence-based teaching (Nabi, Islam, Dip & Hossain, 2017).

Historically, the U.S. education reforms have shaped the performance discourse through the Early 20th Century when scientific management and efficiency in teaching (influenced by Frederick Taylor), teacher performance evaluated by supervisors based on punctuality, discipline and compliance. Post-1960s–1980s witnessed equity concerns post-Brown v. Board of Education

and growing attention to student outcomes and teacher accountability (Abrahams, 2018). During the years 2000s to Present introduced education programmes such as No Child Left Behind (NCLB) ushered in 2001 with emphasis on standardized testing and value-added models (VAMs) for assessing teacher impact on student scores, Every Student Succeeds Act (ESSA) in 2015 More flexibility, but retains focus on student outcomes and Scholars like Linda Darling-Hammond and Danielson (2013) proposed comprehensive teacher evaluation frameworks, combining classroom observation, student feedback and assessment results (Abrahams, 2018).

European education systems have diverse approaches due to national differences, but common trends include the Post-War to 1980s with emphasis on teacher qualification, pedagogical training and welfare-state support and limited formal performance appraisal; focus was on professional trust (UNESCO, 2021). The years 1990s Onwards saw a shift toward accountability and quality assurance (European Commission, OECD). Introduction of Teacher Professional Standards, peer review and school-based appraisal (e.g., UK, Germany, Netherlands) and teacher performance linked to school effectiveness, instructional quality and continuous professional development (CPD) (European Commission, 2013) as reported by OECD (2020). Recent Developments have ushered in Hybrid models combining self-assessment, external inspection and student outcomes (Eurydice Reports) and emphasis on teacher agency, reflection and collaborative teaching as performance enhancers (OECD, 2020).

In the Sub-Saharan Africa Perspective from Colonial to 1980s, the focus was on quantity over quality with training large numbers of teachers to meet universal education demands and performance measured primarily by completion of syllabus and disciplinary control. However, Structural Adjustment and Education Sector Reforms (1990s) saw a donor-driven reforms emphasized performance, teacher management and accountability from World Bank and UNESCO and introduction of performance-based contracts, school inspections and teacher audits (e.g., Uganda, Kenya, Ghana). Form the years 2000s to present, challenges like low teacher motivation, large class sizes, inadequate pay, absenteeism, studies by Bold et al., (2017) and UNESCO (2016) show teacher presence and engagement as key performance gaps and recent efforts are on Performance-Based Financing (PBF), school-based management and teacher competency frameworks for instance T-TEL in Ghana and SESEMAT in Uganda (Tabu and Lekule, 2022).

Meanwhile, the concept of school governance emerged in the mid-20th century as countries shifted from centralized bureaucratic models to more decentralized and participatory governance approaches (OECD, 2016). According to OECD (2016), the self-managing school model introduced in countries like the UK and Australia emphasized the need for school-level autonomy, where governance bodies would directly influence teacher recruitment, appraisal and development. The UNESCO (2015) further stressed that strong governance mechanisms enhance teacher performance through clear accountability, effective supervision and resource allocation.

In Latin America, educational reforms in the 1990s introduced decentralization policies that transferred authority from central ministries to local governments and school boards. For instance, Reimers and Cárdenas (2007) noted that in countries like Chile and Brazil, governance reforms enabled school councils to participate in teacher evaluation and curriculum implementation, thereby fostering teacher accountability and improved instructional practices. However, disparities in governance capacity often limited their effectiveness. In the United States and Canada, the role of school boards and school leadership in influencing teacher performance has been widely studied (Wilkins and Gobby, 2022). Wilkins and Gobby (2022) emphasize that effective school leadership and governance create a professional climate that supports teacher collaboration, motivation and performance. U.S. charter school models have also shown that autonomous governance can lead to improved teacher outcomes, provided oversight and support are strong (Wilkins and Gobby, 2022).

Across Europe, governance reforms since the 1980s aimed at increasing school autonomy while maintaining accountability (OECD, 2020). OECD (2020) reported that countries such as Sweden, the Netherlands and the UK implemented school governing bodies with responsibilities in teacher performance management, professional development, and disciplinary actions. In the UK, Ofsted inspections played a role in linking governance oversight to teacher performance standards (OECD, 2020). In Asia, governance reforms vary greatly. In highly centralized systems like China, recent policies have gradually given more decision-making authority to school leaders to improve teacher accountability (Li and Liu, 2022). In contrast, countries like India and Indonesia have experimented with community-based school management committees that oversee teacher attendance and instructional delivery. However, implementation challenges remain due to weak governance capacity and political interference (Li and Liu, 2022).

According to Renata, Wardiah and Kristiawan (2018), Australia has been a global leader in school-based governance reforms. Renata, Wardiah and Kristiawan (2018) describe how the introduction of school councils with authority over staffing and budgeting significantly influenced teacher performance by fostering localized accountability. Principals were given increased autonomy to manage teacher evaluation, which, combined with professional development strategies, led to enhanced teacher output and student outcomes (Renata, Wardiah and Kristiawan, 2018).

In Sub-Saharan Africa, governance reforms have been shaped by donor-driven decentralization and community participation models (UNESCO, 2015). According to UNESCO (2015), governance practices such as School Management Committees (SMCs) and Boards of Governors (BoGs) have been empowered to influence teacher deployment, discipline, and performance monitoring. However, studies in Nigeria, Ghana and Kenya reveal that weak capacity, limited training, and political interference often hinder their effectiveness (Bold et al., 2017). In East Africa, the push for Universal Secondary Education (USE) in countries like Uganda, Kenya and Tanzania brought renewed focus to school governance and teacher performance (Tabu and Lekule, 2022). According to Mbii et al. (2020), Kenya's Boards of Management (BoMs) play a central role in teacher recruitment and appraisal, though concerns remain about transparency and professionalism. In Tanzania, decentralization gave rise to local school committees tasked with teacher supervision, yet their impact on performance is mixed due to limited financial autonomy and training (Tabu and Lekule, 2022).

In Uganda, the Education Act (2008) and related policies established Boards of Governors (BoGs) as key governance practices in government-aided secondary schools. These boards are responsible for overseeing teacher conduct, appraising head teachers, and supporting instructional improvement. However, Wataba (2018) indicates that BoGs in Uganda often face challenges including inadequate training, political interference, lack of accountability and weak community participation; factors that collectively undermine their ability to influence teacher performance effectively. Moreover, Uganda’s Universal Secondary Education (USE) programme placed increased pressure on governance systems to ensure teacher productivity amid growing enrolment and constrained resources (MoES, 2015).

1.1.2 Theoretical Background of the Study

The Stakeholder Theory (Freeman, 1984) underpinned this study. Freeman (1984) defines stakeholders as any group or individual who can affect or is affected by the achievement of an organization's objectives. In the context of schools, this includes: Teachers, Head teachers and school administrators, School Boards of Governors (BoG), Parents/guardians (PTA), students, local governments and education authorities, the Ministry of Education and Sports and community leaders and civil society organizations. Stakeholder theory assumes that effective governance arises from inclusive, participatory and accountable decision-making. In government-aided schools, Board of Governors must represent and respond to stakeholders (teachers, parents, communities), governance becomes multi-actor and relational, emphasising transparency, consultation and feedback and stakeholder theory promotes a shared responsibility approach to managing resources, setting goals and addressing performance issues.

The theory posits that the interests and expectations of all stakeholders must be balanced for performance to improve. Specifically, teachers perform better when motivated, supported and fairly treated by governance practices (BoG, head teachers). Stakeholder-informed policies can enhance workload management, fair performance appraisal, professional development, recognition and rewards and conflict or neglect of stakeholder voices (e.g., if teachers feel excluded) can demotivate staff and impair their performance. Stakeholder Theory is preferred to others as it emphasises that school governance is most effective when it accounts for the legitimate interests of all actors, especially teachers, whose performance is central to school success. When schools are governed through collaborative, transparent and equitable stakeholder engagement, teachers are more likely to be motivated, committed and effective.

1.1.3 Conceptual Background

Conceptually, School governance practices refers to the practices and processes by which schools are directed, controlled and held to account; decision-making processes, power distribution and stakeholder participation in the management of school affairs (UNESCO, 2021). In the view of Wataba (2018), School governance is the manner in which schools are steered and controlled through leadership practices, policies, accountability mechanisms and stakeholder involvement. School governance is the system of management and control exercised by Boards of

Governors and Parent-Teacher Associations to ensure effective delivery of education services in government-aided schools (OECD, 2020).

This study conceptualised school governance as the structured process of decision-making, resource management and accountability in schools, communication and information flow, organising AGM, budget approval and monitoring of school activities involving various stakeholders such as head teachers, Boards of Governors, teachers, parents, prefects and government agencies, aimed at enhancing institutional effectiveness and learner outcomes.

Teachers' performance is defined by the extent to which a teacher meets the expectations outlined in the Teacher Incentive Framework and Performance Appraisal Guidelines, which focus on planning, teaching, assessing, professional conduct and learner support (MoES, 2019). According to Wataba (2018), teachers' performance is the demonstration of professional skills, knowledge, and attitudes that contribute to effective teaching and positive student learning outcomes. On the other hand, Kakuru (2019) looks at teachers' performance as the extent to which a teacher executes their teaching duties and responsibilities, including lesson planning, content delivery, class control, evaluation of students and participation in co-curricular activities.

In this study, teachers' performance was operationalised as the effective execution of instructional, administrative and professional responsibilities by educators, measured through planning and preparation, content delivery, learner assessment, classroom management, guidance and counselling, supervising co-curricular activities, time management and syllabi coverage.

1.1.4 Contextual Background

In recent years, the quality of education in Uganda's secondary schools has remained a subject of concern among policymakers, education stakeholders and the general public (MoE&S, 2019). In particular, the performance of teachers who are central to the delivery of the curriculum and overall academic success has been increasingly scrutinized in light of persistent challenges such as low learner achievement, absenteeism, poor instructional delivery and limited accountability (MoE&S, 2019). Within this context, the role of school governance has emerged as a critical factor influencing teacher performance, especially in government-aided secondary schools, which rely heavily on both state funding and community support practices (UNESCO, 2021). Uwezo (2021) rated the level of teachers' level performance in government-aided

secondary schools as: Syllabus & Scheme of Work 80–85 % complete schemes of work, supported by administrative supervision, Lesson Plans less prevalent 35–40 % of teachers actually prepare detailed lesson plans, Supervision & Review of lesson plans 42 % and 70 % of teachers' work records are reviewed; 87 % of tests are moderated, Assessment of Learners; 71 % draft class exercises; but only about 42 % mark them; 56 % review homework with students, Teaching Methodology & Aids; 62 % report using varied methods and demonstrations, yet observed use is 34 %, largely in science/math 54 % plan to use teaching aids, Time & Classroom Management; school leaders recommend allocating ~40 % of time to instruction and ~5 % to co-curricular support and Guidance/Counselling & Co-curricular Supervision. While quantitative data is lacking, policy expects teachers to supervise extra-curricular and guidance sessions as part of time management. Evidently reported that most teachers complete schemes of work and submit to supervision; assessments/tests are regularly moderated. However, formal lesson planning remains weak (~35%), assessment follow-through (marking/homework review) is inconsistent, learner-centered teaching methods and use of instructional-aids are underutilized in practice and guidance and counseling are institutionally mandated, but research lacks quantitative measures of teacher engagement in these (Uwezo, 2021).

Gulu City, located in Northern Uganda, has experienced rapid urbanisation and educational expansion since attaining city status in 2020. It hosts several government-aided secondary schools including Gulu High School, Sacred Heart Girls SS, Gulu SS, Pece SS and Gulu Army SS among others as reported by Gulu City Principal Education Officer (GCEO, 2023). These schools operate under governance practices such as Boards of Governors (BoGs) and Parent-Teacher Associations (PTAs), which are mandated to oversee management functions, resource allocation and performance monitoring (GCEO, 2023). However, despite these governance mechanisms, there remain wide disparities in teacher commitment, instructional effectiveness, and learner outcomes across these schools (MoE&S, 219). Persistent challenges such as weak supervision, poor stakeholder coordination, limited teacher motivation, inadequate infrastructure and weak enforcement of accountability measures have raised questions about the effectiveness of school governance in improving teacher performance (GCEO, 2023). While the Ministry of Education and Sports has issued guidelines on school governance through frameworks such as the Education Act (2008) and the Policy on Teacher Incentives, local implementation has varied significantly (ME&S, 2008).

In Gulu City, socio-economic pressures, post-conflict recovery dynamics, and growing enrolment under Universal Secondary Education (USE) have compounded the governance burden (OECD, 2016). Moreover, anecdotal reports and inspectorate findings suggest that some BoGs are inactive or politicised, teacher appraisal systems are inconsistently applied, and school leadership lacks adequate support from stakeholders. These issues potentially undermine the performance of teachers and the broader quality of education (UNESCO, 2021). It is within this context that the current study seeks to explore the relationship between school governance practices and teachers' performance in government-aided secondary schools in Gulu City. The study aims to understand how governance mechanisms influence instructional delivery, teacher motivation, accountability and professional development. The findings are expected to contribute to evidence-based strategies for strengthening school governance and improving teacher effectiveness in Uganda's public education system.

1.2 Statement of the Problem

Despite sustained government investment in the education sector and the establishment of school governance practices such as Boards of Governors (BoGs) and Parent-Teacher Associationed (PTAs), teachers' performance in government-aided secondary schools in Gulu City remains suboptimal (MoE&S, 2019). This raises critical concerns about the effectiveness of school governance in facilitating teacher accountability, motivation and instructional efficiency (MoE&S, 2019). In several government-aided schools across Gulu City, performance indicators such as lesson preparation, timely syllabus coverage, student engagement, learner outcomes and professional conduct have been reported to fall below expectations (GCEO, 2023). For example, some teachers exhibit high rates of absenteeism, limited use of learner-centred pedagogies, reluctance to attend continuous professional development (CPD) sessions and poor adherence to assessment timelines (GCEO, 2023). These performance issues often correlate with weak school leadership, inadequate support supervision and poor stakeholder engagement all of which fall within the purview of governance (GCEO, 2023). Although the Ministry of Education and Sports has established national policies to guide school governance including the Education Act (2008), and the Teacher Incentive Framework implementation at the local school level is inconsistent (UNESCO, 2021). Boards of Governors are, in some instances, either inactive, poorly trained, or politicised. Furthermore, head teachers and school managers may lack the capacity or autonomy

to effectively supervise and support teachers (Kakuru, 2019). As a result, performance appraisal systems are weak, teacher grievances remain unaddressed, and the professional culture within schools is undermined (Kakuru, 2019). The situation is compounded by contextual factors unique to Gulu City, such as the lingering effects of post-conflict trauma, high poverty levels among learners, inadequate infrastructure and overcrowded classrooms due to increasing enrolment under Universal Secondary Education (UNESCO, 2021). These challenges place additional pressure on teachers who already face low pay, limited recognition and minimal involvement in governance decisions (GCEO, 2023). A number of factors could explain the low level of teachers' performance, however, this study seeks to investigate if school governance; BoG, PTA, Head teachers and prefects activities influence the level of teachers' performance; scheme of work, lesson planning, syllabus coverage, learners' assessment among others in government-aided secondary schools in Gulu City. This study is thus premised on the concern that ineffective school governance is a critical barrier to improved teachers' performance in government-aided secondary schools in Gulu City.

1.3 Purpose of the study

The purpose of the study was to determine the influence of school governance practices on teachers' performance in government-aided secondary schools in Gulu City, Uganda.

1.4 Research objectives

The study was guided by the following research objectives;

1. To assess the level of teachers' performance in government aided secondary schools in Gulu City, Uganda.
2. To assess school governance practices in government-aided secondary schools in Gulu City, Uganda.
3. To determine the relationship between school governance practices and the level of teachers' performance in government-aided secondary schools in Gulu City, Uganda.

1.5 Research questions

The study was guided by the following research questions;

1. What is the level of teachers' performance in government-aided secondary schools in Gulu City, Uganda?
2. What are school governance practices in government-aided secondary schools in Gulu City, Uganda?
3. What is the relationship between school governance practices and the level of teachers' performance in government-aided secondary schools in Gulu City, Uganda?

1.6 Scope of the Study

1.6.1 Geographical Scope

The study covered the entire government-aided secondary schools in Gulu City with evidence of long-time establishment composed of two divisions: Laroo-Pece (Gulu East) Division and Bardege-Layibi (Gulu West) Division. Gulu City is bordered by Gulu District to the North and to the East, Omoro District to the South and Amuru District to the West. The city headquarters is located in the center and Gulu city is approximately 340 kilometers (210 miles), by road, north of Uganda's capital city of Kampala. The number of schools to participate in this study were determined by Krejcie and Morgan (1970) table of sample determination.

1.6.2 Time Scope

The time period covered; 2021- 2025 and adequately informed this study as no schools' operation was conducted in the year 2020 because of Covid-19. This was the period when Gulu City became operational and no recent study was conducted to that effect.

1.6.3 Content Scope

This study determined the level of teachers' performance in government aided secondary schools in Gulu City, to establish the level of school governance practices in management of government-aided secondary schools in Gulu City and to determine the relationship between school governance and the level of teachers' performance in government-aided secondary schools in Gulu City, Uganda.

1.7 Significance of the Study

This study findings was hoped to benefit the different stakeholders in the following ways:

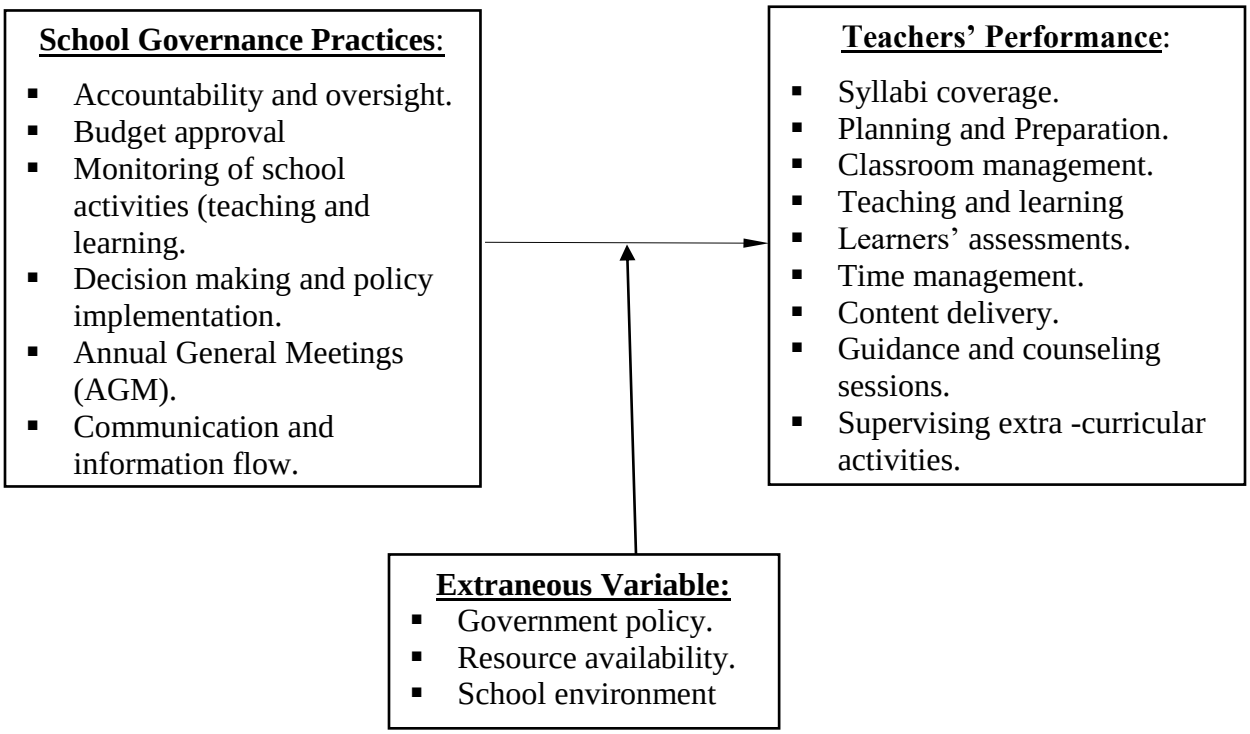
Ministry of Education and Sports (MoES): The findings provided empirical evidence to support policy reforms on school governance and teacher management. It will help the Ministry assess the effectiveness of current policies such as the Education Act (2008), Teacher Incentive Framework and USE implementation guidelines, particularly in the context of decentralized education systems. Gulu City Education Department and Local Government Authorities. The study will offer context-specific insights to the Gulu City education office regarding how school governance practices (BoGs, PTAs, head teachers) affect teacher performance. This information can guide the design and implementation of monitoring, supervision, and capacity-building interventions to strengthen local school management practices. School Administrators and Boards of Governors (BoGs). Head teachers, BoGs and school managers can benefit from a deeper understanding of how their leadership and governance practices influence teacher motivation, accountability, and classroom performance. The study finding may lead to improved decision-making, better communication with staff, and more inclusive and participatory governance. Teachers and Teacher Unions. Teachers can gain from the advocacy potential of the study, especially if it reveals systemic weaknesses that hinder their professional performance. The study may help to highlight the need for fair performance appraisal, support supervision, professional development opportunities and greater involvement in governance decisions. Parents and Communities. As stakeholders in the education process, parents and community members can benefit through enhanced awareness of their roles in school governance practices like PTAs. Researchers and Academics. The study will add to the body of literature on school governance and teacher performance in post-conflict urban settings like Gulu City. It can provide a basis for further academic inquiry and comparative studies across different districts or education systems in Uganda and beyond. Development Partners and NGOs. Development agencies and education NGOs working in Northern Uganda can find the study useful in designing evidence-based education interventions, particularly those focusing on school leadership, teacher support, and education quality improvement.

1.8 Conceptual Framework

The conceptual framework *Figure 1*, denotes the assumed relationship between school governance practices (independent variable) and the level of teachers' performance (dependent variable) in government-aided secondary schools depicted from Stakeholder Theory (Freeman, 1984).

Figure 1: *Showing the Relationship between School Governance and Level of Teachers' Performance in Government-Aided Secondary Schools in Gulu City*.

Independent Variable (IV) **Dependent Variable (DV)**



Source: *Adopted from Stakeholders' Theory (Freeman, 1984).*

It was assumed that effective accountability systems led by Head teachers, Boards of Governors (BoG) and PTAs ensure that teachers are regularly supervised, appraised and guided. When governance practices uphold accountability: Teachers are more likely to prepare schemes of work and lesson plans diligently, they follow through with syllabi coverage and maintain classroom discipline, regular oversight reduces teacher absenteeism and improves time management and performance appraisals promote commitment to learners' assessment, marking, and feedback.

Timely approval and equitable allocation of school budgets enable access to teaching aids, textbooks and infrastructure. Teachers can deliver better teaching and learning experiences when instructional materials are available. Guidance and counselling sessions are more effective when supported by resources. Availability of funds enhances the planning and supervision of co-curricular activities. Motivational incentives (like lunch, allowances for extra work) may be budgeted for, influencing teacher morale and classroom performance. In the same way,

government Governance that prioritizes structured monitoring (through lesson observations, classroom visits, and learner performance tracking) enhances teacher professionalism. This promotes consistent lesson planning and syllabus progress tracking, encourages teachers to adopt learner-centred pedagogies and manage classes effectively and drives continuous student supervision and assessment routines. Monitored schools typically show better time management by teachers.

When teachers are involved in decision-making or consulted on policy implementation, they develop a sense of ownership and accountability. Increases their engagement in guidance and counselling and supervision of students. Boosts commitment to implementing agreed-upon teaching schedules and assessment plans. Teachers are more likely to participate in extra-curricular activities when policies are co-developed. Ensures adherence to school regulations regarding lesson planning and syllabi coverage. AGMs provide a platform for reporting school performance, budgeting, and stakeholder engagement. When teachers see their efforts acknowledged publicly, it motivates improved classroom performance. AGMs often lead to parental support for teacher initiatives (e.g., remedial classes, sports events). Promote trust, improving teacher morale, which directly impacts their engagement in academic and co-curricular activities.

Governance systems with effective two-way communication between administrators, teachers, and parents reduce misunderstandings and increase productivity. Ensures timely delivery of schedules for lesson planning, syllabi coverage and student assessments. Encourages teachers to seek help or clarification, enhancing classroom management. Facilitates timely reporting on student supervision and academic progress. Promotes team spirit in managing extra-curricular programs and student discipline.

Chapter Two

Literature Review

2.0 Introduction

In this chapter, a number of literatures have been reviewed in relation to school governance practices, teacher's performance, the relationship between school governance practices and teacher's performance and conclusion was made.

This chapter presents the literature related to school governance practices and teachers' performance, thus these literatures have been arranged in accordance to the objectives of the study.

2.1. Theoretical Review

This section discusses relevant theories that informed this study and zeroed on one.

The Stakeholder Theory (Freeman, 1984).

The Stakeholder Theory (Freeman, 1984) underpins this study. Freeman (1984) defines stakeholders as any group or individual who can affect or is affected by the achievement of an organization's objectives. In the context of schools, this includes: Teachers, Head teachers and school administrators, School Boards of Governors (BoG), Parents/guardians (PTA), students, local governments and education authorities, the Ministry of Education and Sports and community leaders and civil society organizations. Stakeholder theory assumes that effective governance arises from inclusive, participatory and accountable decision-making. In government-aided schools, Board of Governors must represent and respond to stakeholders (teachers, parents, communities), governance becomes multi-actor and relational, emphasising transparency, consultation and feedback and stakeholder theory promotes a shared responsibility approach to managing resources, setting goals and addressing performance issues. Stakeholder Theory is powerful for promoting ethical, sustainable and inclusive business practices. However, its practical implementation poses challenges in prioritization, clarity and efficiency. Successful application often depends on leadership's ability to balance stakeholder needs while maintaining organizational focus and performance.

The theory posits that the interests and expectations of all stakeholders must be balanced for performance to improve. Specifically, teachers perform better when motivated, supported and

fairly treated by governance practices (BoG, head teachers). Stakeholder-informed policies can enhance workload management, fair performance appraisal, professional development, recognition and rewards and conflict or neglect of stakeholder voices (e.g., if teachers feel excluded) can demotivate staff and impair their performance. Stakeholder Theory is preferred to others as it emphasises that school governance is most effective when it accounts for the legitimate interests of all actors, especially teachers, whose performance is central to school success. When schools are governed through collaborative, transparent and equitable stakeholder engagement, teachers are more likely to be motivated, committed and effective.

Herzberg's Two-Factor Theory (1959).

Herzberg's Two-Factor Theory (also known as the Motivation-Hygiene Theory) provides a strong theoretical foundation for studying the relationship between school governance practices and teachers' performance in secondary schools. This theory, developed by Frederick Herzberg (1959), distinguishes between two categories of factors, i.e. Motivators (Intrinsic Factors) and Hygiene Factors (Extrinsic factors). Factors that lead to job satisfaction and improved performance are achievement, recognition, responsibility, advancement, work itself and opportunities for growth. Hygiene Factors (Extrinsic Factors) do not necessarily motivate, but their absence causes dissatisfaction. They include salary, supervision quality, school policy and administration, interpersonal relations, working conditions and job security. Herzberg's Theory postulates that effective school governance through accountability practices, participatory decision-making, recognition, and empowerment can increase motivators; involving teachers in decision-making (e.g., curriculum choices, policy implementation) increases their sense of responsibility and autonomy key motivators, recognition by school boards, management committees, or during AGMs can boost job satisfaction and opportunities for leadership roles in school governance committees enhance professional growth. Hence, improved commitment to lesson planning, class management and innovation in teaching.

Governance practices also influence administrative efficiency and resource allocation, which are key hygiene factors such as timely budget approval ensures provision of teaching materials, aids, and infrastructure reducing dissatisfaction, clear policies on teacher appraisal, time management, and class supervision prevent role ambiguity and frustration and open communication and information flow between administrators and teachers prevents

misunderstandings and improves morale. Thus, reduced absenteeism, better time management, and improved teacher-student interaction. Herzberg's theory underpins this study as it explains why some governance practices (like decision-making involvement and recognition) lead to enhanced teacher performance, highlighting how the absence of good governance (poor supervision, unclear communication, lack of materials) causes dissatisfaction and low performance and guiding school leaders to strengthen motivators while ensuring that hygiene factors are adequately addressed. Thus, effective school governance practices serve as both motivators and safeguards, directly influencing how teachers plan lessons, manage time, assess learners, and support co-curricular programmes.

Herzberg's Two-Factor Theory remains influential in understanding workplace motivation, particularly its emphasis on intrinsic rewards and job enrichment. However, its rigid factor categorization and methodological criticisms suggest it should be applied with flexibility and complemented by other motivation theories for a more comprehensive understanding of employee behaviour.

Vroom's Expectancy Theory (1964).

Vroom's theory posits that individuals are motivated to act in a certain way if they expect that their effort will lead to a desirable outcome. Expectancy Theory assumes that teachers are rational decision-makers who weigh effort against expected outcomes, motivation depends on perceived fairness and transparency of school leadership and governance, clear links between governance practices and performance outcomes are essential to encourage effort and that teachers need to believe that their input (lesson planning, teaching, assessments) is noticed and valued. Expectancy theory opines that governance practices (independent variable) influence teachers' perceptions of effort-performance links (expectancy), the fairness of rewards or recognition (instrumentality), the desirability of rewards (valence) and these perceptions directly affect the level of teacher performance (dependent variable). Expectancy theory highlights Areas for Governance Reform; weak governance (e.g., no feedback, poor supervision, unclear promotion criteria) breaks the motivation chain, leading to poor performance and strengthening governance builds motivation via transparent, predictable systems. Explains Variation in Teacher Commitment that some teachers perform better because they perceive a strong expectancy and reward pathway and others disengage if they see no clear benefit to extra effort. For instance, from

a Government-Aided School in Uganda, a teacher who covers the syllabus early, manages students well, and prepares lesson plans regularly expects recognition from the head teacher or Board of Governors. If the teacher receives no feedback or reward, they may reduce their effort, believing that performance does not matter. However, if the school governance practices include performance reviews, open recognition during AGMs and fair opportunities for promotion, the teacher will be motivated to maintain or improve performance.

Vroom's Expectancy Theory offers a valuable framework for understanding motivation as a rational decision-making process driven by expected outcomes. Its emphasis on performance-based rewards and individual differences makes it a practical tool in many workplaces. However, its reliance on rationality and difficulty in operationalizing its components mean it should be applied alongside other motivational models for a more holistic approach.

2.2 Level of Teachers' Performance in Government aided Secondary Schools

Abrams (2018) reported that the level of teachers' performance in public secondary schools varies across regions, influenced by economic, social and policy factors as discussed. Teacher performance in the US is influenced by a focus on accountability and standardised testing and are evaluated based on student performance, classroom observations and professional development participation. While many teachers perform at a high level, disparities exist, particularly in underfunded schools, where teachers face larger class sizes, fewer resources and lower salaries. However, high teacher turnover, especially in low-income areas, has impacted overall performance. The emphasis on standardised testing can also lead to teaching to the test, which may limit creativity and holistic education. Findings above relate to this study objective, however, it presented geographical and data gaps for this study to fill as it was conducted and reported on in 2018 from public secondary schools in the USA and nothing about Gulu City was mentioned. This study filled the geographical gap by investigating school governance and teacher's performance in government-aided secondary schools in Gulu City and report on in 2026.

Bayer (2017) observed that teachers in public secondary schools across the United Kingdom generally exhibit high levels of performance. Bayer highlighted that UK teachers typically perform well, supported by a strong focus on professional development and adherence to structured teaching standards. Their performance is evaluated through classroom inspections,

student outcomes, and self-assessments by teachers. Bayer (2017) also noted that the UK's education system is robust, with systems in place to ensure continuous improvement among teachers. However, the pressure to meet national performance targets can lead to stress and burnout, particularly in schools serving disadvantaged communities. While these findings are relevant to this study's objectives, they present contextual and temporal limitations, as Bayer's study was conducted in 2017 across both private and public secondary schools in the UK and, therefore, cannot be generalized to the context of Gulu City. This study addressed these gaps by examining school governance and teacher performance in government-aided secondary schools in Gulu City and reported in 2026.

Similarly, Daly et al. (2016) reported that teachers in Canada generally perform at high levels, largely due to comprehensive professional development programmes, supportive policies and relatively high salaries. The Canadian education system prioritizes equity, working to close performance gaps between different socio-economic groups. However, Daly et al. (2016) also noted that teachers in remote or rural areas face challenges such as limited resources and professional isolation, which can impact their job performance. While these findings align with the objectives of this study, Daly et al.'s research focused specifically on reward and incentive compensation and organizational performance, leaving content and geographical gaps that this study sought to fill. This research explored the role of school governance in influencing teachers' performance in government-aided secondary schools in Gulu City and reported in 2026.

Australian teachers perform effectively within a system that emphasizes both professional growth and accountability. Teacher performance is often aligned with national standards and there is a strong focus on continuous learning through professional development. The system also encourages flexibility and innovation in teaching practices (Sharma and Sharma, 2018). However, there are performance disparities between urban and rural schools, with teachers in remote areas facing additional challenges due to limited resources and isolation (Sharma and Sharma, 2018). While Sharma and Sharma's findings are relevant to this study's objective, they present geographical and temporal gaps as the study was conducted in 2018 in Australia, making it difficult to generalize the findings to government-aided secondary schools in Gulu City. This study addressed these gaps by exploring school governance and teacher performance in government-aided secondary schools in Gulu City and reported on in 2026.

Kalyar, Ahmad and Kalyar (2018) found that teacher performance across Asia varies significantly depending on the country. In high-performing nations like Singapore, South Korea, and Japan, teachers are well-trained and their performance is closely tied to rigorous standards and expectations. These countries prioritize teacher professionalism and continuous improvement. However, in some developing Asian countries, teachers face challenges such as overcrowded classrooms, limited resources and low pay, which adversely affect their job performance. Additionally, an overemphasis on test results can limit the breadth of teaching. While these findings align with this study's objectives, they present geographical and temporal gaps as the research was conducted in 2018 in public secondary schools across Asia and cannot be generalized to the predominantly third world government-aided secondary schools in Gulu City. This study filled these gaps by investigating school governance and teacher performance in government-aided secondary schools in Gulu City and reported on in 2026.

Salingkat (2017) conducted a qualitative research study aimed at exploring the level of performance of certified teachers regarding the planning, implementation and assessment of lesson plans. The findings revealed that certified teachers exhibited low performance in creating lesson plans. Another study, conducted at an English language institute of King Abdul-Aziz University in Saudi Arabia, assessed teachers' performance with a focus on students' achievements as a crucial component. The study Masud and Daud (2019) found that students' success or failure served as key indicators of teachers' performance. While these studies align with the objectives of the present research, they contain content gaps, as one was conducted at a university level without mentioning government-aided secondary schools and the other did not specify any information about government-aided secondary schools in Gulu City. This study aimed to fill these content gaps by investigating the relationship between school governance practices and teachers' performance in government-aided secondary schools in Gulu City.

Ogbogu (2017) reported that teacher performance in Sub-Saharan Africa varies widely across the region. In some countries, teachers are dedicated and perform well despite difficult conditions. However, factors such as low pay, insufficient resources, and poor working conditions hinder performance in many areas. Additionally, high student-teacher ratios, inadequate facilities and inconsistent teacher training contribute to lower job performance. Political instability and economic challenges further exacerbate these issues. While these findings are relevant to this

study's objectives, they presented contextual, data and temporal gaps since the study was conducted in 2017 across the entire Sub-Saharan Africa, making it difficult to generalize the findings to government-aided secondary schools in Gulu City. This study addressed these gaps by investigating extrinsic motivation and teacher job performance in government-aided secondary schools in Gulu City and reported in 2026.

In Tanzania, teacher performance in government-aided secondary schools faces significant challenges due to low salaries, insufficient teaching materials and large class sizes. Despite these obstacles, many teachers remain committed to their roles (Laurent, 2016). However, evidence shows that the lack of ongoing professional development and poor governance enforcement and working conditions limit teachers' ability to perform at their best. Rural teachers, in particular, encounter greater difficulties due to resource shortages and isolation (Mbwana, 2015). While these findings are relevant to this study's objectives, given Tanzania's similar educational context within East Africa, they present methodological and temporal gaps since the studies were conducted and reported in the years 2016 and 2015 using a qualitative approach. This study sought to fill these gaps by investigating school governance and teacher performance in government-aided secondary schools in Gulu City, using quantitative approach and reported on in 2026.

Nyakongo (2015) observed that teachers in Kenya's public secondary schools exhibit varying levels of performance. While some teachers, particularly in urban areas, perform well, others struggle due to challenges such as large class sizes, limited resources and inconsistent government support. Similarly, Waiyaki (2017) reported that teacher supervision and job performance in Kenya are often low due to delayed promotions, inadequate pay and insufficient professional development opportunities, all of which negatively impact job performance. While the findings of Nyakongo (2015) and Waiyaki (2017) align with this study's objective, they present content and temporal gaps, as they were conducted in 2015 and 2018 respectively as nothing was mentioned about Gulu City and conditions may have changed over time. This study addressed these gaps by investigating school governance and teacher performance in government-aided secondary schools in Gulu City and reported on.

Ntawiha et al. (2020) reported that Rwanda has made significant progress in improving teacher job performance through government initiatives focused on enhancing teacher motivation

and training. However, challenges persist, particularly in rural areas where resources are limited. Ntawiha et al. (2020) argued that despite government support for continuous professional development, inconsistent access to materials, infrastructure and training opportunities can hinder teachers' ability to perform optimally. Although these findings are relevant to the study's objective, they present geographical and content gaps, as the data cannot be generalized to government-aided secondary schools in Gulu City. This study sought to address these gaps by investigating extrinsic motivation and teacher job performance in government-aided secondary schools in Gulu City and reported on.

Ashaba (2022) documented a moderate level of teachers' performance in Mbarara, Western Uganda. Ashaba attributed this moderate performance level to the intermediary quality of welfare provided to secondary school teachers. Factors influencing this included monitoring school activities, performance allowances, medical care services, school environment, meals, transport allowances, training and development opportunities, classroom environment and government policies on teachers. The perceived effectiveness of teachers' performance was also deemed to be at a moderate level. While these findings align with the objectives of the present study, there existed geographical gap that needed to be addressed. Consequently, this study investigated and reported on the relationship between school governance practices and level of teachers' performance specifically in government-aided secondary schools within Gulu City.

In Uganda, teacher job performance is hindered by low pay, overcrowded classrooms, and limited access to professional development (Kakuru, 2019). While some teachers manage to perform well despite these challenges, overall performance is often constrained by systemic issues and significant barriers include inadequate government support, poor infrastructure, and a lack of teaching resources (Kakuru, 2019). Rural teachers face additional difficulties, such as isolation and a lack of professional development opportunities (Barbra, 2018). Although Barbra's (2018) and Kakuru's (2019) findings align with the study's objective, they present geographical and temporal gaps, as the study was conducted in 2018 in public secondary schools in Kasese Municipality and nothing about Gulu City was mentioned. This study filled these gaps by investigating school governance and teacher performance in government-aided secondary schools in Gulu City and reported on in 2026.

2.2 School Governance Practices in Government-aided Secondary Schools.

Bold et al. (2017) reported that in most districts, governance rests with elected school boards that set policy, hire/superintendents, manage budgets and oversee accountability. In some large urban districts (e.g., New York, Chicago, DC), governance has been shifted to mayor-appointed boards and superintendents ("mayoral control"), centralizing decision-making and aiming for greater accountability (Bold et al., 2017). Bold et al.'s finding align with this study objective, however, it left geographical and time gaps for this study to fill as it was reported on the context of the US. This study, therefore, sought to investigate school governance and teachers' performance in government-aided secondary schools in Gulu City and reported on in 2026.

According to the Organisation for Economic Co-operation and Development (OECD, 2016), many Latin American countries have embraced SBM models, empowering parent-teacher councils and school councils with autonomy over budgeting, staffing and planning. Progress varies widely; implementation and trust in these bodies differ substantially between countries. While these findings are relevant to this study, they present contextual and temporal gaps that this study addressed in government-aided secondary schools in Gulu City. Therefore, this study investigated school governance and teacher performance in government-aided secondary schools in Gulu City and reported its findings in 2026.

Wilkins and Gobby (2022) reported that in the United Kingdom, government-aided secondary schools are governed by elected or appointed school governors/boards. State schools have governing bodies or trustees comprising parents, community members, and local authority reps, holding full fiduciary and policy oversight Schools in England are legally required to maintain these practices; performance information (e.g., Progress 8 scores) is regularly published to ensure transparency. While these findings above align with this study's objective, they presented geographical gap that this study filled, as the data was reported from the UK in 2022. Consequently, this study explored school governance and teacher performance in government-aided secondary schools in Gulu City and reported its findings in 2026.

Renata, Wardiah and Kristiawan (2018) reported that Eastern Europe has decentralized governance of high schools with mixed autonomy. Many countries have school boards with parents, teachers, local officials, and occasionally student reps and performance often depends on board competencies; countries prioritizing skills in board composition (e.g., England) show better

accountability than those without such vetting. Findings above resonate with this study objective, however, it highlights geographical and data gaps for this study, as they pertain to Eastern Europe and lack sufficient data for generalization to government-aided secondary schools in Gulu City. Consequently, this study intended to explore school governance and teacher performance in government-aided secondary schools in Gulu City and reported on in 2026.

In China, especially rural areas, School Development Management Committees were formed from the 1990s onward and these include parents, teachers, local leaders and ensure participation in planning, budgeting and monitoring (Li and Liu, 2022). Since the early 1990s, China initiated a broad decentralization of its education system in response to rising demand for universal education, need for local adaptation of school programs, fiscal constraints at the central level and widening urban-rural disparities in education access and quality (Li and Liu, 2022). As part of this, School Development Management Committees (SDMCs) were established especially in rural and underserved areas to empower local communities to participate in the management and development of schools. In a nutshell, School Development Management Committees in rural China represent a major effort to localize education governance, ensuring that parents, teachers and community members have a voice in how schools are managed. Their effectiveness depends on training, empowerment and accountability mechanisms, and while uneven, they have contributed to closing the urban-rural education gap and fostering local responsibility for school improvement (Li and Liu, 2022). While these findings were relevant to the objective of this study, there was an evidence gap as this study lacks data to support similar conclusions in government-aided secondary schools in Gulu City. Therefore, this study investigated school governance and teacher performance in public secondary schools in Gulu City.

The Board of Governors (BOG) serves as the highest management authority in a secondary school, responsible for fostering a positive and inclusive environment through effective leadership, strategic guidance and maintaining transparent channels of communication and information flow (Wilkins & Gobby, 2022). The BOG plays a key role in ensuring that teachers and other staff adhere to established policies and procedures, promoting effective communication and encouraging collaboration among all school stakeholders. Their ability to build and sustain open communication is vital to the smooth and efficient functioning of the school (Wilkins & Gobby, 2022). In the view of Wataba and Abiodun (2018), BOGs are responsible for staff and student

recruitment, motivation, and eventual exit. In this case, BOGs can handle discipline cases of teachers, administrators and students. The Uganda Education Act 2008, Cap. 127 specifies how students can be disciplined, including by suspension, prohibition and discharge by the BOG the Education Act further tasks BOGs with counseling and administration of disciplinary measures for misbehaving teachers.

According to the participants from government schools, it was found that their respective educational institutions have Boards of Governors (BOGs) that are responsible for overseeing various aspects of school development (Oketcho et al., 2020). These responsibilities include supervising school development activities, approving school action plans and budgets, procuring teaching and learning materials, managing student discipline and enhancing school infrastructure. The objectives encompassed establishing connections between the school and the community, addressing matters pertaining to students and teachers, fostering motivation among high-achieving students, motivating staff members and identifying academic requirements within the school (Oketcho et al., 2020). However, the responsibility for the school's management rests solely with the head teacher and the teachers' effectiveness is contingent upon how the school is managed. This suggests that many school board members in public schools understand their expected tasks and responsibilities (Oketcho et al., 2020).

In Sub-Saharan Africa (SSA), there is moderate level of school governance practices' involvement in management of government-aided secondary schools and there is varied autonomy in practice (Yusrizal et al., 2018). Nationally promoted SBM is common, but in practice, limited autonomy is typical, most decisions still controlled centrally. Effectiveness depends largely on local capabilities, resources and oversight mechanisms (Yusrizal et al., 2018). While the findings from Sabbagha (2016) are relevant to this study's objectives, they present an evidence gap when considering the specific context of Uganda. The generalizations made about Sub-Saharan Africa may not fully apply to the unique circumstances in government-aided secondary schools in Gulu City. Therefore, this study bridged this gap by investigating the impact of extrinsic motivation on teacher performance in government-aided secondary schools in Gulu City.

Murwanashyaka et al. (2024) conducted a study on school governance practices' involvement in management of government-aided secondary schools and its impact on teacher performance and quality education in Nyamasheke District, Rwanda. Murwanashyaka et al. (2024) reported that school governance practices engage in budget approvals, decision making and policy

implementation and ensure communication and information flow among staff. Similarly, Suresh and Kumaravelu (2017) noted that the Rwandan government instituted and entrenched participation of school governance bodies through periodic annual general meetings attendance and monitoring of teaching and learning activities in all the public secondary schools and has made efforts to recognize high-performing teachers through awards and public acknowledgment. While these findings are relevant to the study's objectives, the research by Murwanashyaka et al. (2024) had a limited sample size of only 128 respondents, which is insufficient to fully address the research question. This study sought to overcome this data gap by investigating school governance and teacher performance in government-aided secondary schools in Gulu City, allowing all teachers in these schools to participate and reported on in 2026.

Countries in East Africa have strong legislative frameworks but mixed functionality as countries like Tanzania and Uganda have establishment of school committees or boards with responsibility for daily operations, resource mobilization and oversight (Tabu and Lekule, 2022). However, real autonomy varies as in Tanzania, school committees often focus on infrastructure and lack role clarity and can be influenced by local politics. Meanwhile, in Uganda governance is supported by laws (e.g. Education Acts, 2008) and practices (school management committees, boards of governors, PTAs), but these bodies sometimes lack training, role clarity, or capacity so weak oversight and fund misuse are persistent challenges (Wakutile, 2019). Although these findings are relevant to the current study, they presented contextual and temporal gaps. Therefore, this study addressed these gaps by investigating the school governance and teacher performance in government-aided secondary schools in Gulu City.

Furthermore, peculiar to Uganda, the Education Act 2008 require Boards of Governors for secondary schools with diverse membership (parents, teachers, local government and former students). PTAs and student councils/prefects are also mandated and involved in administration, finance, staff discipline (Wataba, 2018). In practice, there are several gaps: boards/SMCs often lack induction, training and understanding of their roles. Responsibilities overlap with head teachers, resulting in unclear boundaries. Financial oversight is weak leading to mismanagement of capitation grants (Zikanga, 2022). Findings above resonate with this study objective, there is an empirical content gap for this study to fill as no comprehensive data collected to inform education stakeholders about the current status of school governance practices and their impact on teacher

performance in Gulu City. This study, therefore, sought to investigate, reported on school governance practices' involvement in management of government-aided secondary schools in Gulu City to provide valuable insights that can guide future policy and practice in the region.

2.3 Relationship between School Governance Practices and the Level of Teachers' Performance in Government-Aided Secondary Schools

The International Labour Organisation (ILO, 2017) reported positive relationship between school governance and teachers' performance in United States. ILO (2017) argued that shared/distributed leadership where principals actively involve teachers in decision-making correlates with stronger teacher efficacy, collaboration and commitment. Furthermore, school-based professional evaluation systems (e.g. student feedback instruments) foster teacher growth, with most teachers viewing them positively when oriented towards improvement rather than strict accountability. Teachers who benefit from these school governance system practices are generally more motivated and perform at higher levels (ILO, 2017). The findings from the ILO (2017) are pertinent to this study's objective, but they also highlight certain gaps; the data and observations are not localized to the context of Gulu City with potentially different challenges compared to more developed areas. The geographical and contextual differences meant that the generalization of these findings may not fully capture the situation in Gulu City. This study sought to address these gaps by investigating how school governance practices affect teacher job performance in government-aided secondary schools in Gulu City and reported on.

In the United Kingdom (England), transitioning to academy trusts (especially large MATs: Multi-Academy Trusts) shows higher teacher turnover of 19.5% vs 14.4% in local-authority schools, thereby, suggesting that school governance structure impacts teacher retention and thus performance indirectly (Johnson, 2017). Local school governance and principal-led accountability systems (e.g., Progress 8) tie governance decisions (like pay flexibility) to teacher motivation and performance, though effects vary with local context (Johnson, 2017). In the view of Johnson (2017), school governance practices such as monitoring teaching and learning activities, decision making and policy implementation, budget approval, communication and information flow, accountability and oversight are positively associated with teacher performance. These practices help retain high-performing teachers and enhance overall job satisfaction (Johnson, 2017). While these findings align with the objectives of this study, they were reported in the context of the UK,

a developed country, making it difficult to generalize the results to Gulu City, a predominantly underdeveloped area in Northern Uganda. This study addressed these gaps by investigating the relationship between school governance practices and teacher performance in government-aided secondary schools in Gulu City.

According to Akbar and Mukhtar (2019), meta-analysis in Turkey finds that transformational and instructional leadership styles by school leaders are strongly linked to teacher motivation and academic outcomes. Broader studies indicate that school governance responsiveness boards engaging meaningfully with teachers and parents explains a significant portion (~17%) of variance in student achievement. Akbar and Mukhtar (2019) found that school governance practices such as annual general meetings and decision making and policy implementation have a positive impact on teacher performance in Turkey. Teachers who feel governed well by school governance body and supported in their professional growth tend to perform better. However, as the findings do not specifically address Gulu City, they present a content and geographical gaps that this study filled. Therefore, this study explored the relationship between school governance practices and the level of teachers' performance in government-aided secondary schools in Gulu City.

Huijuan et al. (2021) reported moderate relationship between school governance practices and level of teachers' performance in high schools in China. According to Huijuan et al. (2021), schools with professional learning communities (PLCs) a governance model emphasizing teacher collaboration, shared vision and supportive leadership experience marked gains in teacher performance. School-based teacher evaluations, including student feedback systems, are positively received and contribute to teacher effectiveness over time. However, much as these findings from Huijuan et al. (2021) provide valuable insights into the effectiveness of school governance involvement in management of schools in improving teacher performance, they also underscore a significant limitation in the applicability of these results to different contexts. Specifically, there is a lack of data to support the generalization of these findings to government-aided secondary schools in Gulu City, which may differ considerably from Chinese schools in terms of resources, infrastructure and socio-economic conditions. Given these contextual differences, this study filled the gaps by investigating how school governance practices affect teacher performance in the specific context of government-aided secondary schools in Gulu City.

In many countries Sub-Saharan Africa, school boards/governing bodies' practices significantly impact teacher effectiveness via oversight of finances and school activity. For example, in Uganda's Lira District, external school factors (including governance) correlated strongly ($r = 0.756$) with teacher effectiveness (Kakuru, 2019). In East Africa (e.g., Kenya), effective boards amplify the impact of principal leadership on student performance, suggesting governance frameworks underpinned by capable leadership promote better outcomes (Suresh and Kumaravelu, 2017). Conversely, governance challenges such as politicized board appointments (e.g., Tanzania) impair board autonomy and teacher support, weakening potential positive effects on teacher performance (Mbii et al., 2020). In Sub-Saharan Africa, the relationship between school governance and teacher performance is complex. When school governance practices are effectively implemented, teacher performance tends to improve (Suresh and Kumaravelu, 2017). However, the inconsistent application of these practices, combined with poor working conditions, often limits their effectiveness. The findings by Kakuru (2019), Mbii et al. (2020) and Suresh and Kumaravelu (2017) reveal a contextual and evidence gap for this study, as there is no data to support the generalization of these results to government-aided secondary schools in Gulu City. This study filled these gaps by investigating the relationship between school governance practices and teacher job performance in government-aided secondary schools in Gulu City.

Udo, Kanu, Ihechituru, and Ogochukwu (2018) investigated how communication affects employee performance, focusing on workers in the small and medium-sized enterprise sector. While their hypothesis test results yielded significant insights, the study exhibited both contextual and conceptual limitations. Contextually, the research did not include the Ugandan setting. Conceptually, it focused solely on organizational communication, without addressing communication within the framework of school governance practices. These gaps highlighted the need for the present study, which examined the relationship between communication as a component of school governance practices and the level of teachers' performance in government-aided secondary schools in Gulu City, Uganda.

Irad, Muis, and Rasjid (2020) studied the influence of accountability and oversight on employee performance of academic staff of Malakand private school. Their findings revealed a positive significant relationship between accountability and oversight and employees' job performance. On the other hand, Frear et al. (2018) investigated the relationship between

accountability and oversight and employee performance using employees of a commercial Bank in Ethiopia and reported a positive relationship between accountability and oversight and employee performance. Hee et al. (2019) reported that communication and information flow had a positive and significant relationship with employee performance. The literature above reveals that accountability and oversight relate to employee job performance. However, contextually, all the studies above were carried outside Ugandan and within private schools, hence, leaving content gap. This study using mixed research approaches investigated the relationship between school governance practices and level of teachers' performance in government-aided secondary schools.

Meanwhile, Ojeleye (2017) explored the impact of decision making and policy implementation on employees' performance of Abdul Gusau polytechnic and state college of education in Zamfara state, Nigeria. The findings revealed existence of a strong and positive relationship between decision making and policy implementation and employees' performance. Moreso, Sardjana et al. (2019) analysed the influence of school governance practices on employee performance with staff from different sectors that included Medicine, Profession, Psychology, Work Safety and Health Associate Degree, Midwifery Associate Degree and higher education as units of analysis. The findings showed that school governance practices affected employee performance significantly. Similarly, Singh (2016) analysed the impact of annual general meeting (AGM) on employee performance using postgraduate students from a Midwestern university in the USA. The findings revealed that school governance practices had the least effect on employee performance. Findings above resonate with this study objective, however, it left content gap for this study to fill. This study, therefore, investigated the relationship between school governance practices and level of teachers' performance in government-aided secondary schools in Gulu City.

Sabbagha (2016) found a positive relationship between school governance practices and teacher performance; the higher the level of motivation by school governing bodies, the better the teacher performance. In the view of Sabbagha (2016), South Africa Research consistently shows that inclusive, collaborative and professionally supported governance whether through shared leadership, Participatory Learning Communities, or active governing boards enhances teacher efficacy, motivation, retention and ultimately student outcomes. Conversely, top-down, politicized, or accountability-only governance models often undermine teacher morale and increase turnover. South Africa's shift to participatory, democratic governance with trained

principals and governing bodies leads to improvements in teacher professionalism, school autonomy and instructional quality. This study aims to explore whether a similar relationship exists in Gulu City, as the findings above do not address the specific context of school governance and the level of teacher performance in government-aided secondary schools in Gulu City. Therefore, this study investigated and reported on the relationship between school governance practices and the level of teachers' performance in government secondary schools in Gulu City.

Laurent (2016) highlighted that in Tanzania, there is strong evidence that most teachers are dissatisfied with how their schools are governed; leadership styles and staff relationship with school governing bodies in general. These challenging living and working conditions have gradually diminished many teachers' motivation to perform both teaching and non-teaching duties effectively. Low poor relationships and no incentives which fail to cover basic monthly needs such as food, clothing and other essentials, have led to teacher demoralization in the teaching and learning process. Consequently, many teachers are compelled to take on additional jobs, such as motorcycle driving or part-time work, to support themselves and their families (Laurent, 2016). Laurent also argued that school governance practices positively impact teacher performance in government-aided secondary schools. Laurent utilized the expectancy theory of motivation to support his findings in Tanzania, comparing public and private secondary schools. As a result, this study identified theoretical and geographical gaps that needed to be addressed and, thus, explored the relationship between school governance and teacher performance in government-aided secondary schools in Gulu City and reported on in 2026.

Murwanashyaka et al. (2024) found positive correlations between school governance and teachers' performance in Rwanda and emphasized that well governed teachers greatly contribute to quality education. The Rwandan government’s efforts to provide financial incentives, training, and recognition for teachers have led to improvements in teacher performance. School governance bodies’ practices are positively correlated with job performance, especially in schools that receive strong government support. This is because well governed and motivated teachers tend to be punctual, well-prepared, maintain complete teaching documentation, assign and grade work, engage in professional activities and exhibit self-discipline. This study investigated the case of school governance and level of teacher’s performance in public secondary schools in Gulu City and reported on the content gap.

Bukhuni et al. (2019) found a positive and significant correlation between school governance practices and employee performance in public secondary schools in Kenya, indicating a statistically significant positive relationship. Their study suggests that school governing bodies should actively motivate teachers to enhance their performance. Conducted in Kenyan public secondary schools, Bukhuni et al. (2019) collected data using interview guide, which presents both methodological and geographical gaps for this study to address in Gulu City's government-aided secondary schools. Consequently, this study aimed to fill these gaps by exploring the relationship between school governance and teachers' performance in Gulu City, utilising quantitative method.

In the Ugandan context, government-aided secondary schools operate within a governance framework established by the Ministry of Education and Sports, which delegates oversight roles to School Management Committees (SMCs), Boards of Governors (BoGs), and Parent-Teacher Associations (PTAs): (MoE&S, 2008). In Uganda's government-aided secondary schools, school governance is intricately linked to the level of teachers' performance. Strong, transparent and participatory governance systems enhance accountability, resource availability, professional development and stakeholder engagement, all of which contribute to improved teacher commitment, instructional quality and learner outcomes (MoE&S, 2019). Conversely, weak governance leads to poor monitoring, ineffective leadership, and low morale among teachers, ultimately reducing educational quality. Strengthening governance is therefore essential for optimizing teachers' performance and ensuring sustainable school improvement (Wandera, Eryenyu and Atibuni, 2024). The findings above left this study with geographical and methodological gaps, as they were reported from Busia District and there was no data to support their generalization to government-aided secondary schools in Gulu City. This study filled these gaps by investigating the relationship between school governance practices and teacher performance in government-aided secondary schools in Gulu City.

2.4 Conclusions

Literature reviewed showed high-performing regions as US, UK, Canada, Australia and Developed Asia. Teachers generally perform at high levels due to structured support systems, access to professional development, monitoring of teaching and learning activities and strong accountability and oversight measures. However, challenges such as stress, burnout and disparities between urban and rural schools can impact performance. In developing regions such as Sub-

Saharan Africa and in countries like Tanzania, Kenya, Rwanda and Uganda, teacher performance is more varied, often hindered by poor working conditions, low pay and a lack of resources. Governments in some countries, such as Rwanda, have made efforts to improve performance through targeted initiatives, but challenges persist, particularly in rural areas.

There is empirical evidence that there's a global shift toward school-based governance practices with legal mandates emphasizing autonomy, accountability and stakeholder participation. Implementation success hinges on capacity-building, clarity of mandate and oversight. In Uganda, the governance architecture is robust by design but needs improved training, clearer demarcation of roles and stronger financial accountability to fully materialize its intended impact.

School governance practices' involvement in management of government-aided secondary schools such as accountability and oversight, budget approvals, monitoring of teaching and learning processes, decision making and policy implementation, frequent annual general meetings (AGMs) and communication, and information flow generally have a positive impact on teacher performance across various contexts. These management involvement instances enhance teacher motivation, job satisfaction and performance. However, the effectiveness of these practices can be limited by factors such as inconsistent application, pressure related to performance-based pay and the unique challenges faced in different geographical and socio-economic settings. Despite the positive correlations observed in developed countries like the UK, Canada and Australia, and in high-performing Asian nations, the generalizability of these findings to underdeveloped contexts like Gulu City is uncertain. This study aimed to bridge these gaps by investigating how school governance practices affect teacher performance specifically in government-aided secondary schools in Gulu City.

Chapter Three

Research Methodology

3.0 Introduction

This chapter presents the research methodology, specifically, it presents the research orientation, design, target population, sample population, sampling techniques, data collection techniques, data collection instruments, administration procedures, ethical considerations, data analysis techniques, quality control, assumptions and limitations and delimitations of the study.

3.1 Research Orientation

The study adopted both quantitative and qualitative paradigms. Qualitative research is a type of research that explores and provides deeper insights into real-world problems (Korstjens and Moser, 2018). Qualitative approach enabled collection of non- numerical data that were collected through interviews and observations from head teachers, BoG, PTA executives, PCEO, CIS and observing documents respectively to enable the researcher gain insight into the opinions, attitudes, perception, attributes and knowledge of the participants (Creswell & Plano- Clark, 2018). Quantitative research focused on numeric and unchanging data and detailed, convergent reasoning rather than divergent reasoning (Creswell & Plano- Clark, 2018). Quantitative data allowed the researcher as an educator to make data-driven decisions. Quantitative data were collected using questionnaire to receive immediate feedback and gain valuable insights into teacher activities, identify areas for improvement and make informed decisions to enhance performance (Creswell & Plano- Clark, 2018).

3.2 Research Design

The study employed correlational research design. This design was preferred because this study looked at the relationship between two variables; school governance practices and teacher performance (Creswell, 2014). This involved gathering information from teachers, head teachers, BoG, PTA executives, CEO and CIS using both questionnaire and interview (survey). It allowed the researcher to conduct investigations and collect multiple (quantitative and qualitative) using surveys (Creswell & Plano-Clark, 2019).

3.3 Target Population of the Study

All BoG executives (35), PTA executives (35), all head teachers (07), all teachers (350), CIS (01) and PCEO (01) are the target population. This was because the subject areas primarily concern them. 07 secondary schools were involved in this study using Krejcie and Morgan (1970) sample size determination.

Table 1: Matrix Distribution in the Target Population

S/No.	Name of school	No. of Head teacher	No. of Teachers by Gender		Overall No. of Teachers
			Male	Female	
01	School A	01	41	15	56
02	School B	01	37	11	48
03	School C	01	98	17	115
04	School D	01	22	19	41
05	School E	01	33	06	39
06	School F	01	35	11	46
07	School G	01	16	06	22
	Total	**07**	**282**	**85**	**367**

Source: Principal City Education Office (2025).

3.4 Sample Size

The sample size total of 260 respondents consisted of 07 head teachers, 187 teachers, one City Inspector of Schools (CIS), one Principal City Education Officer (PCEO) and 64 executives of BoGs and PTAs determined by Krejcie and Morgan (1970) sample size determination as in the *Table 2* below. The researcher used purposive sampling in the selection of head teachers, CISs, PCEO respectively. Simple random sampling was used to select teachers to be involved in the study to give an equal opportunity to participate in the study. Head teachers were endowed with responsibility of managing schools and entire school activities thus, are enriched with information and data about the subject areas, Teachers are the implementers of the teaching and learning activities. CIS and PCEO are government officers charged with inspecting, reporting every schools and management of all school activities respectively.

Table 2: Matrix Showing the Study Population

Category	Population (N)	Sample (S)	Sample Selection
Teachers	367	187	Simple Random Sampling
Head teachers	07	07	Purposive Sampling
City Inspector of Schools (CIS)	01	01	Purposive sampling
Principal City Education Officer (PCEO)	01	01	Purposive sampling
Executives: Board of Governors (BoG)	35	32	Purposive Sampling
Executives PTA	35	32	Purposive sampling
Total	**446**	**260**	

Source: Report from Principal Education Department (2025)

3.5 Sampling Techniques

Purposive sampling is a technique used in qualitative research to select a specific group of individuals or units for analysis (Creswell & Plano-Clark, 2019). Meanwhile simple random sampling is a type of probability sampling in which the researcher randomly selects a subset of participants from a population (Creswell & Plano-Clark, 2019). This study administered purposive sampling on head teachers, executives BoGs and PTAs, CIS and PCEO simple random sampling on teachers due to their positions in secondary schools, head teachers are policy implementers, PCEO and CIS are relevant stake holders in schools. On the other hand, simple random sampling technique were used on teachers to enable each member have even chance and likelihood of being selected in the sample to participate in the study without bias.

3.6 Data Collection Techniques

The research data were collected using questionnaire survey, interviews and focused group discussions.

3.6.1. Questionnaire Survey

Questionnaire surveys are a technique for gathering statistical information about the attributes, attitudes, or actions of a population by a structured set of questions (Kaplan and Maxwell, 2019). The study used questionnaire surveys for teachers and was considered appropriate because of its efficiency for a large sample that other techniques may not be able to

cover effectively, it is also appropriate for literate population (Kaplan and Maxwell, 2019). Kaplan and Maxwell (2019) argued that, questionnaire surveys helped in achieving uniformity, stability and consistency in facts and information.

3.6.2. Interviews

Interviews were used to collect non-numerical data from the head teachers, City Education Officer and City Inspector of Schools.

3.6.3. Focused Group Discussions

This was used to collect non-numerical data chairpersons Board of Governors and Chairpersons PTAs. The researcher then received immediate feedback which guided the study findings and conclusions.

3.7 Data Collection Instruments

This research used questionnaires, interview guide and focused group discussions.

3.7.1 Questionnaires.

Questionnaires was used to gather data from respondents about their attitudes, experiences, or opinions; background information that require respondents to tick the most appropriate item that relates to them, section B on school governance and level of teachers' performance that require respondents to tick the most appropriate level of their agreement or disagreement with the statements using five points Likert Scale. Questionnaires were used to collect primary data from teachers to obtain immediate feedback.

3.7.2. Interview Guide

Interviews were used to collect non-numerical data from the head teachers, City Education Officer and City Inspector of Schools. This was preferred as it collected data from the category of respondents with busy work schedules and yet with valuable information about the subject area.

3.7.3. Focused Group Discussions

This was used to collect non-numerical data chairpersons Board of Governors and Chairpersons PTAs. This was appropriate because it time and opportunity to the owners of the school to give their inside information pertaining school governance and teachers' performance

with limited restriction to just numerical figures. The researcher then received immediate feedback which guided the study findings and conclusions.

3.8 Quality Control

Validity and reliability of the research instrument were measured in the following ways:

3.8.1 Validity of Instruments.

Validity is the extent to which the instruments used during the study measures the issues they are intended to measure (Creswell, 2014). To ensure validity of instruments, the instruments will be developed under close guidance of the supervisor and after the design, the questions were printed and pre-tested to a tenth of the teachers in the sample. This helped the researcher to identify ambiguous questions in the instruments and re-align them to the objectives. The final content validity index was computed and verified using the formula:

$$CVI = \frac{\text{Relevant Items}}{\text{Total Items}} \times 100$$

The findings from the computation was Content Validity Index (CVI) *=0.7* and it was considered as an acceptable level of content validity.

3.8.2 Reliability.

Reliability refers to whether an assessment instrument gives the same results each time it is used in the same setting with the same type of subjects (Creswell, 2014). To establish reliability, Cronbach Alpha Coefficient formulae $\alpha 1 = 1 - [6\sum D2 / n\,(n2 - 1)]$ was used to establish the reliability of the instrument. If the alpha value results computed was 0.07 and above, the instrument was considered as valid and consistent (Creswell, 2014). This provision was embedded in SPSS version 26.0 and it was used to calculate the reliability of the instrument.

3.9 Administrative Procedures

The student got a letter of introduction from the office of Dean Faculty of Education and Humanities which enabled her to proceed to the field. The researcher made an advance visits to all the schools to create rapport and scheduled dates for data collection (questionnaires management). Using the obtained schedules, the researcher ventured in to the field to collect data. The researcher herself conducted the interviews with respective respondents, meanwhile, the

research assistants oversaw the questionnaires with teachers.

3.10. Ethical Considerations

Research ethics concerned the responsibility of researchers to be honest and respectful to all study participants or individuals who could be affected by their research studies or reports of the study results. The data were treated confidentially and none of the respondents' name is mentioned anywhere in the study results. Ethical issues, openness, legality, carefulness, respect for intellectual property, objectivity, informed consent, confidentiality, privacy, freedom to make a choice either to participate or not to and use of acceptable language were addressed in this study. Voluntary participation was guaranteed by seeking respondents' consent, those who declined to take part and those who demanded token were not forced to participate. Respondents were asked not to write their names on the instruments to cater for privacy and confidentiality. While administering the instruments, professional language and appropriate words were used by the researcher and the research assistants.

3.11 Data Analysis

The data were collected, sorted, coded and corrected using Statistical Package for the Social Sciences statistical (SPSS). This was preferred because it covered many tests of statistical analyses, filters and prepares data for an analysis, builds different charts, performed testing for two sample analyses; relationships between two and more variables (Coakes, 2008). Descriptive statistics was used to analyse the background information about the respondents. Quantitative data were analysed using descriptive statistics to determine the level of teachers' performance and school governance practices in government-aided secondary schools and addressing objectives one and two. Descriptive statistics was preferred as it allowed the researcher to highlight important aspects of respondents' stories and critical points that can best resonate with readers of this research. Objective three was analysed using Pearson correlations using data from objective one and two. This allowed the researcher to predict the significance level between relationship of school governance practices and level of teacher's performance. Pearson Correlation Coefficient was chosen because it tested statically the nature of relationships/ associations between variables (Coakes, 2008).

3.12 Assumptions of the Study

The study assumed that effective school governance of government-aided secondary school could positively influence the level of teachers' performance in government-aided secondary schools; implying that there is significant positive relationship between these two variables. Therefore, the methodology chosen was capable of collecting relative data for the study without much influence from variables outside the study interest. The identified sample respondents are assumed to be capable of providing relevant data that may inform the study.

3.13 Anticipated Constrains and Delimitations of the Study

The study may have methodological gaps for example, the fear to disclose information may threaten the quality of facts and information that respondents may give due to the fear of being published out. Therefore, this may be delimited by involving the use of other techniques for example emphasising on confidentiality and anonymity during study reporting, providing the most comfortable environment during the study administration and also by emphasizing on the study purposes.

Information that may have been missed out by questionnaire on extrinsic motivation and on level of teacher's job performance erroneously may, however, be delimited by using interviews and document review.

The influence of other factors outside the study may also have impact on the quality of information that respondents may provide, however, this will be delimited by refocusing on respondents to the study with clear instructions during the study.

Chapter Four

Data Analysis, Presentations and Interpretations

4.0. Introduction

This chapter presents data analysis, summary of the findings and interpretations of the results based on the study objectives formulated in chapter one above. Descriptive statistics was used to analyse the background of respondents, objectives one and two. Pearson correlation was used to analyse objective three.

4.1. Demographic Characteristics of Respondents (Teachers)

Table 4.1 below presents the demographic characteristics of the teacher respondents who participated in the study on school governance practices and teachers' performance in government-aided secondary schools in Gulu City. The characteristics examined include gender, educational qualification, teaching experience, marital status and age bracket.

Table 4.1: Showing Demographic Characteristics of Respondents (Teachers) N=187.

Respondent's gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	*89*	*47.6*	*47.6*	*47.6*
Female	*98*	*52.4*	*52.4*	*100.0*
What is your highest education?				
Masters	*17*	*9.1*	*9.1*	*9.1*
Postgraduate	*43*	*23.0*	*23.0*	*32.1*
Degree	*86*	*46.0*	*46.0*	*78.1*
Diploma	*39*	*20.9*	*20.9*	*98.9*
Others	*2*	*1.1*	*1.1*	*100.0*
How long have you been in teaching?				
1-4 years	*46*	*24.6*	*24.6*	*24.6*
5-8 years	*108*	*57.8*	*57.8*	*82.4*
9 and above years	*33*	*17.6*	*17.6*	*100.0*
What is your marital status?				
Widow	*6*	*3.2*	*3.2*	*3.2*
Single	*26*	*13.9*	*13.9*	*17.1*
Separated	*34*	*18.2*	*18.2*	*35.3*
Married	*119*	*63.6*	*63.6*	*98.9*
Divorced	*2*	*1.1*	*1.1*	*100.0*
What is your age bracket?				
25-35 years	*41*	*21.9*	*21.9*	*21.9*
36-46 years	*105*	*56.1*	*56.1*	*78.1*
47 and above years	*41*	*21.9*	*21.9*	*100.0*

Gender of Respondents. The findings indicate that out of the 187 teachers surveyed, 98 (52.4%) were female while 89 (47.6%) were male. This suggests a relatively balanced gender representation among the respondents, with a slightly higher proportion of female teachers. The balanced gender composition enhances the representativeness of the study findings because perspectives from both male and female teachers are adequately captured. This minimizes gender bias and allows the study to reflect governance practices and job performance issues affecting teachers regardless of gender.

Educational Qualification of Respondents. The results show that 86 (46.0%) respondents held bachelor's degrees, constituting the largest proportion. This was followed by 43 (23.0%) respondents with postgraduate qualifications, 39 (20.9%) with diplomas, 17 (9.1%) with master's degrees, and 2 (1.1%) with other qualifications. The high proportion of degree and postgraduate holders demonstrates that most respondents possess adequate professional and academic qualifications to understand and assess school governance practices. Their educational background is likely to enhance the reliability and validity of the information provided regarding governance practices and their influence on job performance.

Teaching Experience of Respondents. Regarding teaching experience, 108 (57.8%) respondents had taught for 5–8 years, 46 (24.6%) had 1–4 years of experience, while 33 (17.6%) had taught for 9 years and above. The majority of respondents have moderate teaching experience, suggesting that they have spent sufficient time in the education system to observe and evaluate governance practices within their schools. Their experience enables them to provide informed opinions on how governance affects teacher motivation, commitment, effectiveness, and overall job performance.

Marital Status of Respondents. The findings reveal that 119 (63.6%) respondents were married, 34 (18.2%) were separated, 26 (13.9%) were single, 6 (3.2%) were widows/widowers, and 2 (1.1%) were divorced. The predominance of married teachers may suggest a relatively stable workforce with significant family responsibilities. Such responsibilities can influence teachers' perceptions of governance practices, especially those related to welfare, support systems, workload management, and job security. Understanding these dynamics is important when examining factors that affect teachers' job performance.

Age Bracket of Respondents. The results indicate that 105 (56.1%) respondents were aged between 36 and 46 years, while 41 (21.9%) were aged 25–35 years and another 41 (21.9%) were aged 47 years and above. The dominance of teachers aged 36–46 years suggests that the study largely captured views from mature and professionally active educators who are likely to occupy critical teaching and leadership roles within schools. This age group is expected to have accumulated sufficient experience and understanding of school governance systems, thereby providing credible insights into how governance practices influence teacher performance.

Generally, the demographic profile reveals that the respondents were fairly balanced by gender, predominantly degree holders, moderately experienced in teaching, mostly married, and largely within the middle-age category of 36–46 years. These characteristics suggest that the respondents possessed the educational qualifications, professional experience and maturity necessary to provide reliable information on school governance practices and teachers' job performance.

Therefore, these findings on demographic characteristics strengthen the credibility of the study because the respondents represent a knowledgeable and experienced teaching workforce capable of assessing governance practices within government-aided secondary schools. The findings imply that any relationships established between school governance practices and teachers' performance are likely to reflect informed professional experiences rather than speculative opinions. Consequently, the study findings is considered dependable for informing policy and practice aimed at improving governance and teacher performance in secondary schools within Gulu City.

4.2. Research Question One

What is the Level of Teachers' performance in Government-Aided Secondary Schools in Gulu City?

Table 4.2 below presents analysis on the level of teachers' performance in government-aided secondary schools in Gulu City. The data were analysed using descriptive statistics, specifically means (M), standard deviations (SD), minimum values and maximum values. The mean scores were used to determine the level of teachers' job performance, while the standard deviations measured the degree of variation in respondents' opinions. Since the study employed a

five-point Likert scale, mean scores above *4.00* indicate a high level of agreement and, consequently, a high level of teachers' performance.

Table 4.2: Showing the Level of Teachers' Performance in Government-Aided Secondary Schools (Teachers' perspective) N=187.

Descriptive Statistics

	Minimum	Maximum	Mean	Std. Deviation
I always scheme for the entire term	*3.00*	*5.00*	*4.0749*	*.71449*
I always adhere to and strictly follow my scheme of work	*3.00*	*5.00*	*4.2353*	*.74649*
I understand the content in my scheme of work	*3.00*	*5.00*	*4.1551*	*.68196*
My scheme book is always moderated by the D.O.S	*3.00*	*5.00*	*4.2727*	*.69981*
I always plan my lesson before going to class	*3.00*	*5.00*	*4.1658*	*.65526*
Lesson plan book inspected before entering class	*3.00*	*5.00*	*4.2620*	*.70391*
I strictly adhere to and follow my lesson plan in class	*3.00*	*5.00*	*4.1979*	*.64624*
I always make my teaching learning materials available for staff use	*3.00*	*5.00*	*4.2995*	*.64437*
In my subject, I conduct team teaching to complete the syllabus	*3.00*	*5.00*	*4.1604*	*.70782*
I always teach extra lesson to my students	*3.00*	*5.00*	*4.3690*	*.52640*
I always follow my time table frequently	*3.00*	*5.00*	*4.2941*	*.51234*
Boosting syllabus coverage through group discussion	*3.00*	*5.00*	*4.4225*	*.55661*
Syllabus book always available to guide learning	*2.00*	*5.00*	*4.3476*	*.67365*
I actively participate in planning and organizing extra-curricular activities for students.	*3.00*	*5.00*	*4.4492*	*.54015*
I regularly supervise students during extra-curricular activities to ensure their safety and engagement.	*3.00*	*5.00*	*4.3904*	*.56083*
Extra-curricular activities at my school are well-coordinated and supported by the teaching staff.	*3.00*	*5.00*	*4.4118*	*.57405*
I consider supervising extra-curricular activities as an essential part of my teaching responsibilities.	*2.00*	*5.00*	*4.3957*	*.56185*
I receive adequate support and resources from the school administration to effectively supervise extra-curricular activities.	*3.00*	*5.00*	*4.4064*	*.57320*
I provide regular guidance and counselling sessions to help students with academic, social, and personal issues.	*3.00*	*5.00*	*4.3155*	*.51003*
Students in my school feel comfortable seeking guidance and counselling support from teachers or counsellors.	*3.00*	*5.00*	*4.1765*	*.67671*
Guidance and counselling services in my school effectively address the emotional and behavioural needs of students.	*3.00*	*5.00*	*4.1604*	*.66876*
The school administration prioritizes and supports the implementation of guidance and counselling programs.	*3.00*	*5.00*	*4.3957*	*.51178*
I have received adequate training to offer effective guidance and counselling services to students.	*3.00*	*5.00*	*4.3369*	*.50681*
My learners always get high score in the test	*3.00*	*5.00*	*4.5989*	*.51284*
My subject is always best done by the learners	*3.00*	*5.00*	*4.5829*	*.50516*
Assessment materials are always available for the staff.	*3.00*	*5.00*	*4.5561*	*.53962*
I always create assignments and give feedback for my learners	*3.00*	*45.00*	*4.7807*	*3.00180*
All examination is moderated by the D.O.S	*3.00*	*5.00*	*4.4545*	*.60626*
I establish and consistently enforce clear rules and expectations in my classroom.	*4.00*	*5.00*	*4.6417*	*.48078*
I effectively handle disruptive behavior to maintain a conducive learning environment.	*4.00*	*5.00*	*4.6791*	*.46806*
Students in my class are well-behaved and stay on task during lessons.	*3.00*	*5.00*	*4.1444*	*.69213*
I use a variety of strategies to keep students engaged and minimize distractions.	*3.00*	*5.00*	*4.3583*	*.50265*
I feel confident in my ability to manage classroom activities smoothly and efficiently.	*3.00*	*5.00*	*4.2834*	*.47507*

I always plan my daily tasks and stick to a clear schedule.	*3.00*	*5.00*	*4.3583*	*.50265*
I effectively prioritize my responsibilities to meet deadlines.	*3.00*	*5.00*	*4.3369*	*.48513*
I allocate enough time for lesson preparation, teaching, and administrative tasks.	*3.00*	*5.00*	*4.4599*	*.51037*
Good time management positively affects my work performance.	*3.00*	*5.00*	*4.4332*	*.50755*
I regularly review and adjust my timetable to improve productivity.	*3.00*	*5.00*	*4.4439*	*.50885*
I deliver subject content in a clear and understandable manner.	*3.00*	*5.00*	*4.6150*	*.51992*
I use appropriate teaching methods and instructional materials to enhance content delivery.	*3.00*	*5.00*	*4.6578*	*.48691*
I relate lesson content to real-life situations to improve student understanding.	*4.00*	*5.00*	*4.6203*	*.48661*
I adjust my teaching pace based on students' comprehension levels.	*4.00*	*5.00*	*4.3316*	*.47203*
My content delivery effectively engages students and promotes active participation.	*4.00*	*5.00*	*4.2888*	*.45441*

The findings from table 4.2 above indicate that teachers reported a high level of teachers' performance across all dimensions measured, as evidenced by mean scores ranging from 4.0749 to 4.7807. Regarding instructional planning and preparation, teachers reported that they regularly scheme for the term (M = 4.0749), adhere to their schemes of work (M = 4.2353), understand the content they teach (M = 4.1551), and prepare lesson plans before teaching (M = 4.1658). The moderation of schemes and inspection of lesson plans by Directors of Studies also recorded high means (M = 4.2727 and M = 4.2620 respectively), suggesting effective instructional supervision.

Concerning teaching and syllabus coverage, respondents agreed that they make teaching-learning materials available (M = 4.2995), conduct team teaching (M = 4.1604), teach extra lessons (M = 4.3690), follow their timetables (M = 4.2941), and use group discussions to enhance syllabus coverage (M = 4.4225). This indicates a strong commitment to ensuring effective curriculum implementation.

With respect to co-curricular activities, teachers actively participated in planning and organizing activities for students (M = 4.4492), supervised students during such activities (M = 4.3904), and viewed co-curricular supervision as part of their teaching responsibilities (M = 4.3957). This demonstrates that teachers recognize the importance of holistic student development beyond classroom instruction.

In the area of guidance and counselling, teachers reported providing counselling services to students (M = 4.3155), receiving administrative support for counselling programs (M = 4.3957), and obtaining adequate training to provide counselling services (M = 4.3369). These findings suggest that guidance and counselling services are relatively well integrated into school operations.

The findings further reveal strong performance in assessment and evaluation practices. Teachers reported that learners often achieve high test scores (M = 4.5989), perform well in their subjects (M = 4.5829), and that assessment materials are readily available (M = 4.5561). The highest mean score was recorded for creating assignments and providing feedback to learners (M = 4.7807), indicating strong commitment to continuous assessment and learner support. However, the maximum value of 45.00 reported for this item appears to be a data entry error and should be verified.

Regarding classroom management, teachers reported consistently enforcing classroom rules (M = 4.6417), effectively managing disruptive behaviour (M = 4.6791), and employing strategies that keep learners engaged (M = 4.3583). These findings indicate that teachers maintain conducive learning environments.

Similarly, teachers demonstrated strong time management skills, including planning daily tasks (M = 4.3583), prioritizing responsibilities (M = 4.3369), allocating sufficient time for teaching-related duties (M = 4.4599), and reviewing timetables to improve productivity (M = 4.4439).

Finally, teachers rated themselves highly on content delivery, reporting that they deliver content clearly (M = 4.6150), use appropriate teaching methods and instructional materials (M = 4.6578), relate lessons to real-life situations (M = 4.6203), and adapt their teaching pace to students' understanding levels (M = 4.3316). This suggests that teachers employ learner-centred approaches to facilitate effective learning.

The relatively low standard deviations (mostly below 0.70) indicate that respondents held similar views, demonstrating consistency in perceptions regarding teachers' performance.

Generally, the findings show that teachers in government-aided secondary schools exhibit a high level of performance across all measured dimensions. Teachers perform strongly in instructional planning, curriculum implementation, co-curricular involvement, guidance and counselling, assessment and evaluation, classroom management, time management, and content delivery. The highest-rated practices relate to assignment setting and feedback provision, classroom discipline and effective content delivery. The low standard deviations further indicate.

Head teachers, BoG and PTA Executives Perspective

The data presented in *Table 4.3* were analysed using descriptive statistics; frequencies and percentages. Frequencies were used to show the number of respondents who rated teachers' performance as high, moderate, or low, while percentages were used to determine the proportion of respondents within each category. This method was appropriate because the data were categorical in nature and aimed at describing the perceived level of teachers' performance from the perspectives of head teachers, Board of Governors (BoG) members, and PTA executives.

Table 4.3: Level of Teachers' Performance in Government-Aided Secondary Schools (Head teachers, BoG and PTA Executives) N=71.

Dimension of Teachers' Job Performance	Responses	Number of Respondents	Percentage (%) based on Responses
What is the level of teachers' performance in government-aided secondary schools?	High	*60*	*84*
	Moderate	*11*	*16*
	Low	*00*	*00*
How do you rate the level of teachers' performance in government-aided secondary schools?			
Syllabi coverage	High	*65*	*91*
	Moderate	*06*	*09*
	Low	*00*	*00*
Time management	High	*65*	*91*
	Moderate	*06*	*09*
	Low	*00*	*00*
Learners' assessment	High	*70*	*98.5*
	Moderate	*01*	*1.5*
	Low	*00*	*00*
Scheme of work	High	*71*	*100*
	Moderate	*00*	*00*
	Low	*00*	*00*
Lesson plan	High	*71*	*100*
	Moderate	*00*	*00*
	Low	*00*	*00*
Guidance and counselling	High	*50*	*70*
	Moderate	*10*	*15*
	Low	*10*	*15*
Supervising co-curricular activities	High	*60*	*84*
	Moderate	*11*	*16*
	Low	*00*	*00*
Classroom management	High	*71*	*100*
	Moderate	*00*	*00*
	Low	*00*	*00*

The findings reveal that the majority of respondents perceived teachers' performance to be high. Specifically, 60 out of 71 respondents (*84%*) rated teachers' overall job performance as high, while only 11 respondents (*16*%) rated it as moderate. None of the respondents rated teachers' performance as low. This suggests that teachers are generally performing their duties effectively.

With regard to syllabi coverage, 65 respondents (*91%*) rated teachers' performance as high, while only 6 respondents (*9%*) considered it moderate. No respondent rated syllabi coverage as low, indicating that teachers are largely successful in completing the prescribed curriculum within the required time.

Similarly, time management was highly rated by *91%* of respondents, while 9% rated it as moderate. This finding implies that teachers generally manage instructional and administrative time effectively, enabling them to meet their professional obligations.

The highest ratings were recorded for learners' assessment, where 70 respondents (*98.5*%) rated performance as high and only one respondent (*1.5*%) rated it as moderate. This demonstrates strong confidence among school stakeholders in teachers' ability to assess learners and provide appropriate academic feedback.

Notably, scheme of work preparation, lesson planning, and classroom management each received a *100%* high rating from all 71 respondents. This indicates unanimous agreement among school leaders and governance stakeholders that teachers consistently prepare schemes of work, develop lesson plans, and effectively manage classroom activities.

In the area of guidance and counselling, although the majority of respondents (*70%*) rated teachers' performance as high, *15%* rated it as moderate and another 15% rated it as low. Compared to the other dimensions, this area received the lowest ratings, suggesting that guidance and counselling services may require further strengthening.

Regarding supervision of co-curricular activities, *84%* of respondents rated teachers' performance as high, while *16%* rated it as moderate. No respondents perceived performance in this area as low, indicating substantial teacher involvement in learners' extracurricular development.

The findings demonstrate that head teachers, BoG members and PTA executives generally perceive teachers' performance in government-aided secondary schools to be high. The strongest

areas of performance include scheme of work preparation, lesson planning, classroom management and learner assessment, all of which received overwhelmingly positive ratings. Teachers were also highly rated in syllabus coverage, time management and supervision of co-curricular activities. However, guidance and counselling emerged as the comparatively weakest dimension, with *30%* of respondents rating it as either moderate or low.

The study findings indicate that teachers' performance in government-aided secondary schools is generally high, as perceived by head teachers, BoG members and PTA executives. Teachers demonstrate strong commitment to instructional preparation, curriculum implementation, learner assessment, classroom management, and co-curricular responsibilities. Nevertheless, the comparatively lower ratings in guidance and counselling suggest that this area requires additional attention to ensure comprehensive support for learners.

Gulu City Education Officer and Inspector of Schools Perspectives

In support of these findings, the Gulu City Education Officer noted that the high level of teacher performance reflects the commitment of teachers to the implementation of educational policies and curriculum requirements in government-aided secondary schools. The Education Officer observed that most teachers prepare adequately for lessons, conduct continuous assessment, manage classrooms effectively, and participate actively in co-curricular activities, which has contributed to improved learner outcomes in the city. However, the officer expressed concern that guidance and counselling services remain relatively weak in some schools due to limited training, heavy workloads, and inadequate counselling facilities. The Education Officer emphasized the need for school administrators and education stakeholders to strengthen counselling programs to address learners' academic, social, and emotional challenges.

Similarly, the Gulu City Inspector of Schools acknowledged that teachers have demonstrated commendable professionalism and dedication in executing their instructional responsibilities. The Inspector noted that regular school inspections reveal improvements in lesson preparation, syllabus coverage, learner assessment practices, and classroom management, which are indicators of effective teacher performance. Nonetheless, the Inspector pointed out that guidance and counselling is often treated as a secondary responsibility despite its critical role in supporting learner discipline, career development, mental health, and academic success. The Inspector recommended that schools establish functional guidance and counselling departments,

provide specialized training for teacher-counsellors, and allocate sufficient time and resources for counselling activities to enhance holistic learner development.

The views of both the Gulu City Education Officer and the Inspector of Schools, therefore, reinforce the study findings that while teachers' performance is generally commendable, greater emphasis should be placed on strengthening guidance and counselling services to ensure that learners receive comprehensive academic, social, emotional, and career support.

Findings from Focused Group Discussions

Above quantitative findings were substantiated by the Focus Group Discussions (FGDs) conducted with teachers. Participants consistently reported that most teachers prepare lesson plans and schemes of work before classroom instruction and strive to complete the syllabus within the prescribed academic calendar. They noted that regular classroom teaching, continuous assessment, timely marking of learners' work, and provision of constructive feedback have become routine practices in their schools. One participant remarked:

"Most teachers are committed to their work. We prepare our lessons, teach according to the timetable, give exercises regularly, and provide feedback to learners so that they can improve their academic performance."

FGD participants further emphasized that teachers maintain classroom discipline through clear rules, effective supervision, and positive teacher–student relationships, which create an enabling environment for learning. They explained that effective classroom management has contributed to improved learner participation and reduced disruptions during lessons. As one participant observed:

"Teachers are always present in class on time, manage learners well, and ensure that teaching continues with minimal interruptions. This has helped improve learners' concentration and classroom participation."

Regarding assessment and evaluation, discussants indicated that teachers administer continuous assessments, class exercises, tests, and examinations consistently and use the results to identify learners who require additional academic support. They further explained that teachers provide remedial lessons for slow learners and encourage peer learning to enhance academic achievement.

The discussions also revealed that teachers actively participate in guidance and counselling activities beyond classroom instruction. Participants reported that teachers mentor learners on academic, social, and career-related issues while working closely with parents and school administrators to address behavioural and academic challenges. One participant stated:

"Teaching is not only about delivering lessons. We also guide learners on discipline, career choices, and personal challenges because these affect their performance in school."

Similarly, participants highlighted teachers' active involvement in co-curricular activities such as sports, debates, music, drama, and clubs. They explained that participation in these activities strengthens teacher–learner relationships, promotes holistic learner development, and enhances students' motivation and school attendance.

Overall, the Focus Group Discussion findings strongly corroborate the quantitative results by demonstrating that teachers consistently perform their professional responsibilities across instructional, administrative, and co-curricular domains. However, participants also acknowledged that challenges such as inadequate teaching materials, heavy teaching workloads, large class sizes, and limited opportunities for professional development occasionally constrain teachers from attaining even higher levels of performance. Despite these challenges, teachers generally remain committed to fulfilling their responsibilities, which explains the high levels of job performance reported in the quantitative findings.

4.3. Research Question Two

What are the school governance practices in government-aided secondary schools in Gulu City?

The data presented in *Table 4.4* below were analysed using descriptive statistics; mean scores, standard deviations, minimum values and maximum values. The mean scores were used to determine the extent to which respondents agreed with statements relating to school governance practices, while standard deviations were used to assess the consistency of responses. Since the study employed a five-point Likert scale, mean scores above 3.50 indicate positive perceptions of school governance practices, whereas lower means indicate areas requiring improvement. The governance practices assessed included accountability and oversight, budget approval, monitoring

of teaching and learning, policy implementation, Annual General Meetings (AGMs) and communication systems.

Table 4.4: Showing School Governance Practices in Government-aided Secondary Schools in Gulu City.

	Minimum	Maximum	Mean	Std. Deviation
School leaders regularly monitor staff performance to ensure accountability.	*2.00*	*33.00*	*3.8021*	*2.28798*
There are clear procedures in place for reporting and addressing misconduct or negligence.	*2.00*	*5.00*	*3.7487*	*.70782*
I am held accountable for fulfilling my professional duties and responsibilities.	*2.00*	*45.00*	*4.3743*	*3.02836*
The school management provides regular feedback and oversight to improve performance.	*3.00*	*5.00*	*4.1872*	*.45466*
Oversight mechanisms in this school promote transparency and effective service delivery.	*3.00*	*5.00*	*4.2513*	*.49289*
The school follows a transparent and inclusive process when preparing and approving the annual budget.	*1.00*	*44.00*	*3.4225*	*3.21256*
Teachers and staff are adequately consulted during the school budget approval process.	*2.00*	*5.00*	*3.2620*	*1.18721*
The approved budget reflects the actual needs and priorities of the school.	*2.00*	*5.00*	*3.7219*	*.98794*
The School Management Committee or Board of Governors effectively oversees the budget approval process.	*2.00*	*5.00*	*3.9893*	*.73316*
There are clear guidelines and timelines for submitting and approving budget proposals.	*1.00*	*5.00*	*3.5829*	*1.26887*
The school administration regularly monitors classroom teaching to ensure quality education delivery.	*1.00*	*5.00*	*4.1176*	*.52574*
There is consistent supervision of lesson planning, scheme of work, and syllabus coverage.	*3.00*	*5.00*	*3.7540*	*.77835*
Student learning outcomes are regularly assessed and used to improve teaching strategies.	*2.00*	*42.00*	*4.1390*	*2.86092*
Teachers receive constructive feedback from school leaders based on classroom observations.	*2.00*	*5.00*	*3.9733*	*1.02356*
Monitoring of teaching and learning activities leads to improved student performance and academic standards.	*2.00*	*5.00*	*4.0000*	*.75491*
The school involves key stakeholders (teachers, parents, students) in decision-making processes.	*2.00*	*5.00*	*4.0909*	*.87207*
Policies made at the school are clearly communicated to all staff and are easy to understand.	*2.00*	*5.00*	*3.7968*	*.84331*
There is consistency between school policies and their actual implementation.	*2.00*	*5.00*	*3.6791*	*1.04405*
I am given the opportunity to contribute to policy decisions that affect my work or role.	*2.00*	*5.00*	*3.6150*	*1.06831*
The leadership team effectively enforces policies to improve school management and learning outcomes.	*2.00*	*5.00*	*3.6310*	*.98248*
The school conducts Annual General Meetings regularly and as scheduled.	*3.00*	*5.00*	*4.2139*	*.49429*
Stakeholders (parents, teachers, students, and community members) are adequately informed and invited to attend AGMs.	*3.00*	*5.00*	*4.2299*	*.43448*
Key decisions regarding school development and accountability are discussed during the AGM.	*3.00*	*5.00*	*4.2406*	*.44099*
AGMs provide an open platform for stakeholders to express views and concerns about school affairs.	*3.00*	*5.00*	*4.1658*	*.46293*
The outcomes and resolutions from the AGM are effectively implemented and followed up by school leadership.	*2.00*	*5.00*	*3.6364*	*1.04540*

Important information is communicated promptly and clearly to all staff members.	*2.00*	*5.00*	*3.6096*	*.85667*
There are effective channels in place for two-way communication between management and staff.	*2.00*	*5.00*	*3.8289*	*.86299*
I receive regular updates about school policies, activities, and decisions.	*2.00*	*5.00*	*3.7968*	*.80415*
Feedback from teachers and students is encouraged and considered by the school administration.	*2.00*	*5.00*	*3.7914*	*.86406*
Communication within the school promotes collaboration and a positive working environment.	*2.00*	*5.00*	*3.8182*	*.80928*

The findings indicate that accountability and oversight practices were generally rated positively. Respondents agreed that school leaders regularly monitor staff performance (M = 3.8021), clear procedures exist for reporting misconduct (M = 3.7487), and teachers are held accountable for their professional duties (M = 4.3743). Furthermore, school management was reported to provide regular feedback and oversight to improve performance (M = 4.1872), while oversight mechanisms were perceived to promote transparency and effective service delivery (M = 4.2513). These findings suggest that accountability systems are relatively strong within the schools.

The findings reveal mixed perceptions regarding budget approval practices. While respondents agreed that the School Management Committee or Board of Governors effectively oversees budget approval (M = 3.9893) and that budgets generally reflect school needs and priorities (M = 3.7219), lower mean scores were recorded for staff consultation during budget approval (M = 3.2620) and transparency in budget preparation and approval (M = 3.4225). These results suggest that stakeholder involvement in financial decision-making may not be fully satisfactory.

Respondents reported a high level of monitoring of instructional activities. School administrations regularly monitor classroom teaching (M = 4.1176), assess student learning outcomes to improve teaching strategies (M = 4.1390), provide feedback following classroom observations (M = 3.9733), and use monitoring outcomes to improve student performance (M = 4.0000). Consistent supervision of lesson planning, schemes of work, and syllabus coverage also received a relatively high rating (M = 3.7540). This indicates active instructional supervision aimed at enhancing educational quality.

The results show moderate to high levels of stakeholder participation in policy-related matters. Schools involve stakeholders in decision-making processes (M = 4.0909), policies are

generally communicated clearly (M = 3.7968), and policy implementation is reasonably consistent (M = 3.6791). However, respondents were less certain about their opportunities to contribute to policy decisions affecting their work (M = 3.6150) and the effectiveness of policy enforcement (M = 3.6310). These findings suggest room for strengthening participatory governance and policy implementation.

AGMs emerged as one of the strongest governance practices. Respondents agreed that AGMs are conducted regularly (M = 4.2139), stakeholders are adequately informed and invited (M = 4.2299), important decisions are discussed during AGMs (M = 4.2406), and AGMs provide opportunities for stakeholders to express their views (M = 4.1658). However, the implementation and follow-up of AGM resolutions received a comparatively lower rating (M = 3.6364), suggesting challenges in translating AGM decisions into action.

Communication systems were generally perceived as effective. Respondents agreed that effective channels exist for communication between management and staff (M = 3.8289), feedback from teachers and students is encouraged (M = 3.7914), school information is communicated regularly (M = 3.7968), and communication promotes collaboration and a positive working environment (M = 3.8182). Nevertheless, prompt communication of important information received a relatively lower rating (M = 3.6096), indicating a need for improvement in information dissemination.

The findings indicate that school governance practices in government-aided secondary schools in Gulu City are generally effective and positively perceived by teachers. Strong governance practices were observed in accountability and oversight, instructional monitoring, stakeholder engagement through AGMs, and communication systems. Monitoring of teaching and learning activities appears robust, while accountability mechanisms promote transparency and professional responsibility. However, relatively lower ratings were observed in budget consultation, stakeholder involvement in financial decisions, policy implementation, and follow-up of AGM resolutions, suggesting areas that require strengthening.

Head teachers, BoG and PTA Executives Perspectives

Descriptive statistics; frequencies and percentages were used to analyse the data on governance practices. Frequencies were used to determine the number of respondents who reported the

governance practices as active or non-active, while percentages were used to show the proportion of respondents holding each view. This method was appropriate because the data were categorical and intended to describe the status of school governance practices in government-aided secondary schools in Gulu City. Table 4.5 presents the perceptions of head teachers, Board of Governors (BoG) members, and PTA executives regarding the existence and functionality of key school governance practices in government-aided secondary schools in Gulu City.

Table 4.5: School Governance Practices in Government-Aided Secondary Schools in Gulu City (Head teachers, BoG and PTA Executives) N=71.

Dimensions of School Governance Practices	Responses	Number of Respondents	Percentage (%) based on Responses
Which of these governance practices do you have in government-aided secondary schools?			
Accountability and oversight	Active	*71*	*100*
	Non-active	*00*	*00*
Budget approval	Active	*71*	*100*
	Non-active	*00*	*00*
Monitoring school teaching and learning	Active	*50*	*71*
	Non-active	*21*	*29*
Decision making and policy implementation	Active	*45*	*63*
	Non-active	*26*	*37*
Annual General Meeting (AGM	Active	*45*	*63*
	Non-active	*26*	*37*
Communication and information flow	Active	*45*	*63*
	Non-active	*26*	*37*

The findings reveal that accountability and oversight were reported as active by all 71 respondents (100%), with no respondent indicating that they were non-active. This suggests that schools have established mechanisms for monitoring performance, ensuring responsibility, and promoting transparency in school operations.

Similarly, budget approval processes were rated as active by all respondents (100%). This indicates that schools have functioning financial governance practices through which budgets are

reviewed, approved, and monitored by relevant authorities such as Boards of Governors and school management committees.

Regarding monitoring of teaching and learning, 50 respondents (71%) reported that this governance practice was active, while 21 respondents (29%) indicated that it was non-active. Although the majority perceived instructional monitoring as operational, the relatively high proportion reporting it as non-active suggests inconsistencies in the implementation of academic supervision across schools.

The findings further show that decision-making and policy implementation were considered active by 45 respondents (63%) and non-active by 26 respondents (37%). This indicates that while participatory decision-making and policy implementation mechanisms exist in most schools, they may not be consistently practiced or fully effective in all institutions.

Similarly, Annual General Meetings (AGMs) were reported as active by 63% of respondents, while 37% indicated that they were non-active. This finding suggests that stakeholder engagement through AGMs occurs in many schools but may not be conducted regularly or effectively in all cases.

The same pattern was observed for communication and information flow, where 63% of respondents perceived communication systems as active, while 37% viewed them as non-active. This implies that although communication practices exist in most schools, there are still challenges in ensuring effective dissemination of information and stakeholder engagement.

The findings indicate that accountability and oversight as well as budget approval processes are the strongest and most consistently implemented governance practices, each receiving a 100% active rating. Monitoring of teaching and learning was also relatively strong, with 71% of respondents reporting it as active. However, decision-making and policy implementation, Annual General Meetings, and communication and information flow received comparatively lower ratings, with only 63% of respondents reporting them as active. This suggests that while governance practices are generally present, some aspects of stakeholder participation and communication require improvement.

The findings lead to the conclusion that school governance practices are generally operational in government-aided secondary schools in Gulu City, particularly in the areas of

accountability, oversight, and budget approval. However, governance practices related to instructional monitoring, stakeholder participation in decision-making, Annual General Meetings, and communication systems are not uniformly implemented across all schools. These variations may limit the effectiveness of governance and its contribution to school performance.

School leaders, Boards of Governors, and PTA executives should strengthen stakeholder participation and communication mechanisms by ensuring regular Annual General Meetings, inclusive decision-making processes, and effective information-sharing systems. This will enhance transparency, collaboration, and the overall effectiveness of school governance practices in improving educational outcomes.

Gulu City Education Officer and City Inspector of Schools Perspectives

These findings were supported by the Gulu City Education Officer, who observed that accountability and oversight mechanisms in government-aided secondary schools have generally been strengthened because school management committees, Boards of Governors, and other stakeholders are required to account for school resources and activities. The Education Officer noted that budget approval is particularly emphasized because school budgets have to pass through the appropriate governance practices before implementation. However, the officer acknowledged that stakeholder involvement in decision-making is not always consistent, particularly where information is not shared with stakeholders in a timely manner. The Education Officer emphasized that effective governance requires not only formal practices but also meaningful participation of parents, teachers, learners, and community representatives in school decisions.

The Gulu City Inspector of Schools similarly confirmed that accountability, financial oversight, and monitoring of teaching and learning are among the governance areas receiving considerable attention during school inspection. The Inspector explained that schools are routinely expected to demonstrate how resources are planned, approved, utilized, and accounted for, while classroom teaching and curriculum implementation are also monitored. Nevertheless, the Inspector noted that the relatively lower rating of AGMs, decision-making and policy implementation, and communication and information flow may indicate gaps in stakeholder engagement. According to the Inspector, some schools do not consistently provide adequate

opportunities for parents and other stakeholders to receive information about school plans, policies, budgets, and performance.

The Inspector further emphasized that regular and well-attended AGMs are important platforms for promoting transparency, collective decision-making, and accountability between schools and the wider community. Similarly, effective communication between school administrators, teachers, parents, BoG members, and other stakeholders can improve understanding and ownership of school policies and decisions. The Inspector therefore recommended that schools strengthen communication channels, hold AGMs regularly, provide stakeholders with timely information, and ensure that decision-making processes are more participatory and transparent.

Generally, the views of the Gulu City Education Officer and the Gulu City Inspector of Schools reinforce the study findings that governance practices are generally functional, particularly in relation to accountability, oversight, budget approval, and monitoring of teaching and learning. However, strengthening stakeholder participation, regular AGMs, decision-making, policy implementation, and communication and information flow would further improve governance effectiveness in government-aided secondary schools in Gulu City.

Findings from Focused Group Discussions

The quantitative findings were reinforced by the Focus Group Discussions (FGDs) with teachers, who generally agreed that school leadership has established governance practices that promote accountability, transparency, and effective school management. Participants reported that head teachers, Boards of Governors (BoGs), and School Management Committees (SMCs), where applicable, regularly monitor teaching and learning through classroom observations, lesson plan checks, staff meetings, and review of learners' academic progress. One participant explained:

"Our school administration closely follows what teachers do. Lesson plans, schemes of work, and records of work are checked regularly, and this has helped teachers remain accountable for their responsibilities."

Teachers further observed that school leaders maintain open communication channels through staff meetings, circulars, departmental meetings, and notice boards, enabling staff to receive timely information regarding academic programmes, administrative decisions, and school

activities. Participants noted that these communication mechanisms have strengthened teamwork and coordination within their schools. As one participant remarked:

"Communication between the administration and teachers is generally good. We hold regular staff meetings where important decisions are discussed, and everyone knows what is expected of them."

The FGD participants also acknowledged that Annual General Meetings provide opportunities for parents, teachers, Board of Governors members, and other stakeholders to discuss school performance, infrastructure development, and learner welfare. They indicated that these meetings have improved stakeholder confidence and strengthened community support for school programmes. According to one participant:

"Parents and other stakeholders are invited during AGMs to discuss the school's progress. Their views are listened to, and they often contribute ideas that help improve school performance."

Regarding instructional monitoring, participants reported that school administrators routinely supervise classroom instruction, monitor syllabus coverage, review continuous assessment records, and provide professional guidance where necessary. Teachers appreciated that such supervision encourages commitment to duty and improves the quality of teaching and learning.

However, the discussions also revealed governance challenges that mirror the quantitative findings. Several participants expressed concern that teachers and other stakeholders are not always adequately consulted during budget preparation and financial planning. Some felt that financial decisions are often made by a few members of the school administration and governing boards without sufficient involvement of teaching staff. One participant observed:

"Although we are informed about school finances, teachers are rarely involved in deciding how resources should be allocated. Most financial decisions are made at the management level."

Similarly, participants noted that while policies are communicated, implementation is sometimes inconsistent because of limited financial resources, inadequate monitoring, and delays in executing agreed resolutions. They further explained that some recommendations made during Annual General Meetings are not always followed up promptly, reducing stakeholders' confidence in participatory governance. As one teacher commented:

"Many good resolutions are made during meetings, but some take a long time to be implemented because of financial constraints or delays in decision-making."

Overall, the Focus Group Discussion findings corroborate the quantitative results by demonstrating that school governance in government-aided secondary schools is characterized by strong accountability, effective instructional supervision, and functional communication systems that support school performance. Nevertheless, the discussions highlight the need to strengthen participatory financial management, broaden stakeholder involvement in decision-making, ensure consistent implementation of school policies, and improve follow-up mechanisms for AGM resolutions to enhance governance effectiveness further.

4.4. Research Question Three

What is the relationship between school governance practices and the level of teachers' performance in government-aided secondary schools in Gulu City, Uganda?

Pearson Product-Moment Correlation Coefficient (Pearson's r) was used to analyse the data presented in *Table 4.6*. This inferential statistical technique was used to determine the direction, strength and significance of the relationship between school governance practices and teachers' performance in government-aided secondary schools in Gulu City. The significance level was tested at *0.01* (2-tailed).

Table 4.6: Showing the Relationship between School Governance Practices and the Level of Teachers' Performance in Government-aided Secondary Schools in Gulu City N=187.

Correlations

		Level of Teachers' Performance	School Governance Practices
Level of Teachers' Performance	Pearson Correlation	*1*	*.304***
	Sig. (2-tailed)		*.000*
School Governance Practices	Pearson Correlation	*.304***	*1*
	Sig. (2-tailed)	*.000*	

**. Correlation is significant at the 0.01 level (2-tailed).

The findings reveal a positive and statistically significant relationship between the two variables ($r = 0.304$, $p = 0.000$). The positive correlation coefficient ($r = 0.304$) indicates that improvements in school governance practices are associated with improvements in teachers' job performance. In other words, schools that demonstrate stronger governance practices such as accountability and oversight, effective budget approval, monitoring of teaching and learning, participatory decision-making, regular Annual General Meetings, and effective communication systems are likely to experience higher levels of teachers' performance.

The significance value ($p = 0.000$) is less than the conventional significance level of *0.01*, implying that the observed relationship is statistically significant and unlikely to have occurred by chance. Therefore, the null hypothesis stating that there is no significant relationship between school governance practices and teachers' performance is rejected.

Although the relationship is significant, the correlation coefficient of *0.304* suggests a moderate positive relationship. This means that while school governance practices contribute to teachers' job performance, other factors not examined in this study may also influence performance levels.

The correlation analysis established that there is a moderate positive and statistically significant relationship between school governance practices and teachers' performance in government-aided secondary schools in Gulu City ($r = 0.304$, $p < 0.01$). The findings imply that better governance practices are associated with improved teacher performance. Effective governance practices therefore play an important role in enhancing teachers' effectiveness in carrying out their professional responsibilities.

The quantitative findings were supported by evidence from the Focus Group Discussions (FGDs), during which teachers consistently acknowledged that sound governance practices create an enabling environment that motivates them to perform their professional duties effectively. Participants reported that schools with supportive and transparent leadership, clear communication channels, regular supervision, and participatory decision-making tend to experience higher levels of teacher commitment, punctuality, lesson preparation, and instructional effectiveness. One participant observed:

"When the administration is transparent and supportive, teachers become more committed to their work because everyone understands what is expected and feels appreciated."

Participants further explained that regular instructional supervision by head teachers and other school leaders encourages teachers to prepare adequately for lessons, complete the syllabus on time, and improve classroom practices. They indicated that constructive feedback provided during classroom observations helps teachers identify areas for improvement and enhances their professional competence. As one teacher remarked:

"The head teacher regularly checks our lesson plans, schemes of work, and classroom teaching. This keeps us focused and encourages us to improve our teaching methods."

The discussants also emphasized that accountability mechanisms, such as regular staff meetings, performance reviews, and monitoring of learners' academic progress, foster a culture of responsibility among teachers. They noted that when school leaders consistently monitor teaching activities and recognize good performance, teachers become more motivated to fulfil their responsibilities. One participant stated:

"Accountability has made teachers more serious about their work because everyone knows that their performance is monitored and discussed during staff meetings."

In addition, teachers highlighted that governance practices promoting collaboration and stakeholder engagement strengthen their morale and commitment. Participants explained that involving teachers in academic planning, school improvement initiatives, and problem-solving processes creates a sense of ownership and professional responsibility, which ultimately translates into better classroom performance.

However, the discussions also revealed that weaknesses in governance can negatively affect teacher performance. Participants pointed out that delayed implementation of decisions, inadequate consultation on financial matters, inconsistent policy enforcement, and limited recognition of teachers' contributions sometimes reduce staff motivation. One participant commented:

"When decisions are delayed or teachers are not consulted on important issues, some staff lose motivation because they feel their opinions are not valued."

Another participant added:

"Good governance gives teachers confidence and direction. Where leadership is weak or communication is poor, teachers tend to become discouraged, and this affects their commitment and performance."

Overall, the Focus Group Discussion findings corroborate the quantitative correlation results by demonstrating that effective school governance contributes to improved teachers' performance through enhanced accountability, supportive leadership, effective communication, instructional supervision, and participatory decision-making. Although governance is not the sole determinant of teacher performance, participants agreed that schools with stronger governance practices generally provide a more conducive environment for teachers to perform their professional responsibilities effectively, thereby explaining the positive and statistically significant relationship observed in the quantitative analysis.

Chapter Five

Discussions, Conclusions and Recommendations

5.0. Introduction

This chapter presents the discussions arising from the investigations and findings on the level of teachers' performance, school governance practices and the relationship between school governance practices and the level of teachers' performance in government-aided secondary schools in Gulu City. The discussion is made following the research questions and conclusions are drawn basing on the findings. Finally, several recommendations were made.

5.1. Discussions

This section discusses the findings of the study; it begins with determining the level of teachers' performance in government-aided secondary schools in Gulu City as presented in the subsequent section.

5.2. What is the Level of Teachers' Performance in Government-Aided Secondary Schools in Gulu City?

The findings revealed that teachers in government-aided secondary schools in Gulu City demonstrate a high level of job performance across key dimensions including instructional planning, curriculum implementation, co-curricular involvement, guidance and counselling, assessment and evaluation, classroom management, time management and content delivery. The strongest areas of performance were assignment setting and feedback provision, classroom discipline, content delivery, scheme of work preparation, lesson planning and learner assessment. These findings were further corroborated by head teachers, Board of Governors (BoG) members, and PTA executives, who largely rated teachers' performance as high. The low standard deviations indicate a high level of agreement among respondents regarding these positive assessments.

These findings are consistent with those of Bayer (2017), who found that effective teacher performance is reflected in proper lesson preparation, instructional delivery, classroom management, and learner assessment. Bayer argued that teachers who adequately prepare schemes of work and lesson plans, provide regular feedback to learners, and effectively manage classrooms are more likely to facilitate improved learning outcomes. The high ratings observed in this study

regarding lesson planning, assessment practices, and classroom discipline therefore support Bayer's assertion that professional competence in these areas is a critical indicator of teacher effectiveness.

Similarly, the findings resonate with those of Daly et al. (2016), who emphasized that high-performing teachers are characterized by strong instructional practices, effective curriculum implementation, and active engagement in activities that support student learning. Daly and colleagues noted that teachers who consistently plan lessons, monitor student progress, and utilize effective teaching strategies contribute significantly to improved educational quality. The high mean scores recorded for instructional planning, syllabus coverage, content delivery, and learner assessment in this study are therefore in agreement with their findings.

The results further support the work of Sharma and Sharma (2018), who established that teacher performance extends beyond classroom instruction to include co-curricular participation, student guidance, and effective time management. According to Sharma and Sharma, teachers who actively engage in extracurricular activities and provide support services such as counselling contribute to the holistic development of learners. The present study found that teachers were highly involved in co-curricular activities and generally performed well in guidance and counselling, lending support to this perspective. However, guidance and counselling received comparatively lower ratings than other dimensions, suggesting that although teachers are involved in this area, challenges remain in delivering these services effectively.

Likewise, the findings are in agreement with Ntawiha et al. (2020), whose study in East African secondary schools found that effective teacher performance is associated with strong classroom management, proper lesson preparation, continuous assessment, and commitment to learners' academic success. Ntawiha et al. argued that teachers who effectively manage classroom environments and provide timely feedback to learners enhance both student achievement and school effectiveness. The high ratings obtained in this study for classroom management, assessment practices, and content delivery therefore reinforce their conclusions.

Despite the overwhelming evidence supporting high teacher performance, some scholars have presented contrasting findings. For example, studies conducted in some developing-country contexts have reported that teachers often struggle with lesson preparation, timely syllabus completion, effective classroom management, and provision of guidance and counselling services

due to large class sizes, inadequate instructional resources, heavy workloads, and limited professional support. Such studies argue that teacher performance in many public schools remains moderate or low because teachers face systemic constraints that hinder effective execution of their professional responsibilities.

The findings of the present study challenge this perspective. While some difficulties may exist, particularly in guidance and counselling where 30% of head teachers, BoG members, and PTA executives rated performance as moderate or low, the overall evidence suggests that teachers in government-aided secondary schools in Gulu City are performing at a high level. The consistently high ratings across instructional planning, learner assessment, classroom management, time management, and curriculum implementation indicate that teachers have developed strategies to fulfil their responsibilities effectively despite potential challenges. Therefore, the findings support the position advanced by Bayer (2017), Daly et al. (2016), Sharma and Sharma (2018) and Ntawiha et al. (2020) that teachers can achieve high levels of performance when they demonstrate professional commitment, instructional competence, and effective engagement with learners and school activities.

In a nutshell, the findings align closely with existing literature that links effective teacher performance to sound instructional practices, classroom management, learner assessment, and professional commitment. However, the relatively weaker performance in guidance and counselling suggests that this area requires further attention if teachers are to achieve excellence across all dimensions of their professional responsibilities.

5.3. What are School Governance Practices in Government-Aided Secondary Schools in Gulu City, Uganda?

The findings of this study indicate that school governance practices in government-aided secondary schools in Gulu City are generally effective and positively perceived by teachers. Strong governance practices were observed in accountability and oversight, instructional monitoring, stakeholder engagement through Annual General Meetings (AGMs), and communication systems. Similarly, head teachers, Board of Governors (BoG) chairpersons, and PTA executives identified accountability and oversight as well as budget approval processes as the most active governance practices. However, comparatively lower ratings were reported in stakeholder involvement in financial decisions, policy implementation, communication and information flow, and follow-up

of AGM resolutions. These findings are consistent with several studies on school governance and educational effectiveness.

The findings resonate with Bold et al. (2017), who argued that effective school governance enhances accountability mechanisms and strengthens instructional quality by ensuring that teachers and school leaders remain answerable for educational outcomes. Their study emphasized that schools with strong governance practices tend to demonstrate better monitoring systems, improved transparency, and higher levels of organizational effectiveness. The strong ratings for accountability and oversight in the present study support this argument, suggesting that governance practices in government-aided secondary schools contribute to professional responsibility and institutional performance.

The results also align with those of the Organisation for Economic Co-operation and Development (OECD, 2016), which found that effective governance frameworks promote transparency, accountability, stakeholder participation, and evidence-based decision-making in schools. According to OECD, schools that establish clear accountability systems and regularly monitor teaching and learning are more likely to achieve improved educational outcomes. The current findings, particularly regarding instructional monitoring and accountability practices, support this position by demonstrating that governance mechanisms are actively used to enhance teaching quality and school management.

Similarly, Wilkins and Gobby (2022) argued that contemporary school governance increasingly emphasizes accountability, transparency, and performance monitoring as central mechanisms for improving educational quality. Their study observed that governance practices often enhance school effectiveness by creating systems that monitor teaching practices and ensure compliance with educational standards. The strong emphasis on accountability and instructional monitoring reported in the present study reflects the governance trends identified by Wilkins and Gobby.

The findings further support those of Renata, Wardiah and Kristiawan (2018), who found that effective school governance requires active stakeholder involvement, transparent communication, and collaborative decision-making processes. They argued that participation by teachers, parents, and school management bodies contributes to improved school performance and organizational effectiveness. The relatively positive ratings for AGMs and communication

systems in this study indicate that stakeholder engagement remains an important feature of governance in government-aided secondary schools. However, the lower ratings for decision-making and communication suggest that opportunities for participation could be strengthened further.

Likewise, the findings are consistent with Li and Liu (2022), who established that school governance practices such as instructional supervision, accountability, and stakeholder engagement significantly contribute to institutional effectiveness and educational quality. Their study emphasized that regular monitoring of teaching and learning helps schools identify weaknesses and implement corrective measures. The high ratings for monitoring teaching and learning in the present study support this assertion and demonstrate the importance of instructional governance in enhancing school performance.

The findings also correspond with those of Murwanashyaka et al. (2024), who found that accountability systems, financial oversight, and participatory governance are critical determinants of effective school administration. Their study revealed that schools with active governance bodies tend to demonstrate stronger financial accountability and more effective management practices. The unanimous rating of accountability and budget approval as active governance practices among head teachers, BoG chairpersons, and PTA executives strongly reflects the governance strengths identified by Murwanashyaka and colleagues.

Similarly, Wataba and Abiodun (2018) reported that school governance practices such as transparent budgeting, instructional monitoring, stakeholder involvement, and effective communication positively influence school effectiveness. They argued that governance practices create a framework for collaboration among stakeholders and facilitate accountability in educational institutions. The findings of the current study, particularly regarding budget approval, monitoring of teaching and learning, and stakeholder engagement through AGMs, provide empirical support for this perspective.

Despite the broad agreement between the present findings and the studies cited above, some scholars have presented alternative perspectives regarding the effectiveness of school governance. Critics argue that governance practices may exist formally without necessarily translating into meaningful participation, transparency, or improved educational outcomes. According to this view, school boards, PTAs, and management committees may sometimes

operate as symbolic practices, with decisions concentrated among a few individuals and limited involvement of teachers and other stakeholders.

This contrasting perspective appears partially supported by the findings of the present study. Although accountability and budget approval received very high ratings, stakeholder consultation during budget processes, policy implementation, communication, and follow-up of AGM resolutions received comparatively lower ratings. Similarly, only 63% of head teachers, BoG chairpersons, and PTA executives reported decision-making and policy implementation, AGMs, and communication systems as active governance practices. These findings suggest that while governance practices are formally established and generally functional, their effectiveness in promoting inclusive participation and implementation may not be uniform across all schools.

However, the overall evidence from this study leans more strongly toward the position advanced by Bold et al. (2017), OECD (2016), Wilkins and Gobby (2022), Renata et al. (2018), Li and Liu (2022), Murwanashyaka et al. (2024), and Wataba and Abiodun (2018), who contend that effective governance practices play a crucial role in enhancing accountability, transparency, instructional quality, and school effectiveness. The strong ratings in accountability, oversight, budget approval, and instructional monitoring demonstrate that governance practices in government-aided secondary schools in Gulu City are contributing positively to school management and educational service delivery, although greater emphasis is needed on participatory decision-making, communication, and implementation of governance resolutions.

The findings therefore suggest that government-aided secondary schools in Gulu City have established relatively effective governance systems characterized by accountability, oversight, financial management, and instructional monitoring. These findings support contemporary governance theories that emphasize transparency, stakeholder involvement, and accountability as foundations for school effectiveness. Nevertheless, the lower ratings in stakeholder participation, policy implementation, communication, and follow-up of AGM resolutions indicate that governance effectiveness can be further strengthened through more inclusive and participatory management practices.

5.4. What is the Relationship between School Governance Practices and the Level of Teachers' Performance in Government-Aided Secondary Schools in Gulu City, Uganda?

The findings of this study revealed a moderate positive and statistically significant relationship between school governance practices and teachers' performance in government-aided secondary schools in Gulu City ($r = 0.304$, $p = 0.000$). This implies that improvements in governance practices such as accountability and oversight, budget approval, instructional monitoring, participatory decision-making, Annual General Meetings (AGMs), and communication systems are associated with improvements in teachers' job performance. The findings suggest that effective governance practices create an enabling environment that enhances teachers' ability to perform their professional responsibilities effectively.

These findings are consistent with the position of the International Labour Organization (ILO, 2017), which emphasized that organizational governance practices significantly influence employee productivity and performance. The ILO argued that institutions characterized by transparency, accountability, participation, and effective communication create favourable working conditions that motivate employees to perform effectively. In the context of schools, governance mechanisms help establish professional standards and accountability systems that encourage teachers to improve their instructional performance. The positive relationship observed in this study therefore supports the ILO's assertion that sound governance contributes to improved employee outcomes.

The findings also resonate with Johnson (2017), who found that governance practices such as supervision, accountability, and stakeholder involvement positively influence teacher effectiveness and school performance. Johnson argued that when school leaders provide regular oversight and involve teachers in decision-making processes, teachers develop greater commitment to their responsibilities. The positive correlation between governance practices and teachers' performance found in this study supports this argument, indicating that governance practices contribute to teacher effectiveness.

Similarly, the findings agree with Akbar and Mukhtar (2019), who reported that school governance and leadership practices significantly influence teacher performance through improved supervision, support, and accountability. Their study found that teachers working in schools with effective governance systems demonstrated higher levels of commitment, lesson

preparation, and instructional effectiveness than those in poorly governed institutions. The significant positive relationship established in the present study lends support to their conclusions.

The results further align with Huijuan et al. (2021), who found that governance mechanisms such as transparency, communication, and participatory management positively affect employee performance within educational institutions. According to Huijuan and colleagues, governance practices foster trust, cooperation, and professional responsibility among staff members, thereby enhancing organizational effectiveness. The current findings support this perspective by showing that effective governance practices are associated with improved teacher performance.

Likewise, the findings corroborate those of Kakuru (2019), whose study in Ugandan schools found that governance practices involving accountability, financial management, and stakeholder participation significantly influence teacher productivity and school effectiveness. Kakuru argued that effective governance provides direction, coordination, and oversight necessary for teachers to perform their duties efficiently. The moderate positive relationship observed in the current study reinforces this argument.

The findings are also consistent with Mbii et al. (2020), who found that governance practices, particularly instructional monitoring and participatory leadership, have a positive influence on teacher performance and student achievement. Their study concluded that schools with active governance systems tend to achieve better educational outcomes because teachers receive guidance, support, and accountability mechanisms that enhance performance. The findings from Gulu City support this conclusion.

Furthermore, the results agree with Suresh and Kumaravelu (2017), who emphasized that organizational governance and management systems are critical determinants of employee performance. They argued that effective governance promotes role clarity, accountability, and organizational support, which in turn improve employee productivity. In schools, these governance mechanisms help create conditions that enable teachers to perform effectively.

Similarly, Irad, Muis, and Rasjid (2020) found that governance practices such as monitoring, communication, participation, and leadership accountability positively influence employee performance across institutions. Their findings suggest that governance practices

strengthen professional responsibility and organizational commitment, resulting in improved job performance. The positive correlation reported in the present study supports this perspective.

The findings also resonate with Ojeleye (2017), who established that effective organizational governance contributes significantly to employee performance by improving supervision, communication, and accountability. Ojeleye noted that employees are more productive when institutions operate transparently and provide clear systems for performance monitoring and feedback. The positive association between governance practices and teachers' performance in this study aligns with this position.

Finally, the findings are in agreement with Sabbagha (2016), who argued that governance practices create a supportive institutional climate that enhances employee motivation and performance. Sabbagha found that organizations characterized by effective oversight, stakeholder participation, and communication systems tend to experience higher levels of employee effectiveness. The present findings reinforce this argument by demonstrating that schools with stronger governance systems are more likely to have higher-performing teachers.

While the findings of this study and the above scholars suggest that school governance positively influences teachers' performance, some researchers have argued that governance practices alone may not be sufficient to improve teacher performance. This alternative perspective contends that teacher performance is more strongly influenced by factors such as remuneration, professional development opportunities, workload, motivation, availability of teaching resources, class size, and working conditions than by governance practices. According to this view, even where governance systems are well established, teachers may still perform poorly if they face challenges such as inadequate salaries, insufficient instructional materials, overcrowded classrooms, and limited opportunities for professional growth. From this perspective, governance serves only as a supporting factor rather than a primary determinant of teacher performance.

The findings of the current study provide partial support for this rivalry argument. Although the relationship between school governance practices and teachers' performance was statistically significant, the correlation coefficient was moderate ($r = 0.304$) rather than strong. This suggests that while governance practices contribute positively to teacher performance, they explain only part of the variation in teachers' effectiveness. Other factors not examined in this study are also likely to influence teacher performance.

Nevertheless, the findings provide stronger support for the arguments advanced by ILO (2017), Johnson (2017), Akbar and Mukhtar (2019), Huijuan et al. (2021), Kakuru (2019), Mbii et al. (2020), Suresh and Kumaravelu (2017), Irad et al. (2020), Ojeleye (2017), and Sabbagha (2016), who maintain that effective governance practices play a significant role in enhancing employee and teacher performance. The significant positive relationship found in this study confirms that governance practices are important institutional mechanisms that promote accountability, transparency, professional responsibility, and effective service delivery in schools.

The findings therefore demonstrate that school governance practices are important determinants of teachers' performance in government-aided secondary schools in Gulu City. Effective governance practices foster accountability, transparency, communication, instructional monitoring and stakeholder participation, all of which contribute to improved teacher effectiveness. However, the moderate strength of the relationship suggests that governance should be complemented by other supportive measures such as adequate resource provision, professional development, motivation, and improved working conditions to maximize teachers' performance and educational outcomes.

5.5. Conclusions

The study concluded that level of teachers' performance in government-aided secondary schools in Gulu City is high. Teachers demonstrate commitment to instructional preparation, effective teaching, learner assessment, classroom management, student support services, and co-curricular activities. These practices contribute positively to the achievement of educational goals and improved learner outcomes.

The study concluded that school governance practices in government-aided secondary schools in Gulu City are generally effective and supportive of school management and educational service delivery. The schools exhibit strong systems of accountability, instructional supervision, stakeholder engagement, and communication. However, governance effectiveness could be enhanced by increasing transparency and participation in budget processes, strengthening policy implementation, and improving follow-up mechanisms for decisions reached during AGMs.

The study concluded that school governance practices significantly influence the level of teachers' performance in government-aided secondary schools in Gulu City. Schools with stronger

governance systems characterized by accountability, transparency, instructional monitoring, stakeholder participation, and effective communication tend to have better-performing teachers. The significant positive relationship confirms that school governance is an important factor in promoting teacher effectiveness and improving educational outcomes.

5.6. Recommendations

School administrators and education stakeholders should strengthen continuous professional development programmes and supportive supervision mechanisms to sustain and further enhance the already high levels of teachers' performance, particularly in areas of instructional effectiveness, learner assessment, guidance and counselling, and classroom management.

School administrators, Boards of Governors and other stakeholders should strengthen participatory governance by increasing teacher and stakeholder involvement in budget preparation, policy formulation and decision implementation processes. Greater inclusiveness and transparency will enhance ownership of school decisions, improve accountability and further strengthen school governance practices.

School administrators, Boards of Governors, and education authorities should strengthen and institutionalize effective school governance practices, particularly accountability mechanisms, instructional supervision, stakeholder participation and communication systems, as these have been shown to contribute positively to teachers' performance.

5.7. Suggestions for Future Studies

This study suggest the following for future studies:

1. Influence of School Governance Practices and Teachers' Performance in Private Secondary Schools.
2. School Governance Practices and Teachers' Performance in Government-Aided and Private Secondary Schools.
3. Influence of School Governance Practices on Teachers' Job Satisfaction in Government-Aided Secondary Schools.
4. Effect of Board of Governors' Effectiveness on Teachers' Performance in Secondary Schools.

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Appendices

Appendix A: Questionnaire for Teachers in Secondary Schools in Gulu City

Section A: Background.

Dear Teachers,

I am Ms. Acen Beatrice a student of Gulu University pursuing a degree of Master of Education in Education Management. Am glad to inform you that you have been selected to participate in a study which seeks to investigate the influence of School Governance practices and Teachers' Performance in Government-aided Secondary Schools in Gulu City. As an educator, your contribution to this study is of paramount importance. Participate freely in the study and be rest assured of confidentiality as all the information obtained from this study shall be used for academic purposes. You are kindly requested to respond to questions below as specified in each section. There is no need for your name in the questionnaire.

Section B: Respondent Demographic Characteristics

In this section, write your responses in the spaces provided for or tick in the boxes appropriately.

1- Respondent's gender?

Male ☐ Female ☐

2- What is your highest education level?

Masters ☐ Postgraduate ☐ Bachelor Degree ☐

Diploma ☐ Others (specify)

3- How long have you been in this school?

Less than a year ☐ 1-2 years ☐ 3-4 years ☐ 5-6 years. ☐ Above six years ☐

4- Marital status

Widowed ☐ Single ☐ Separated ☐

Divorced ☐ Married ☐

5- Your age brackets

Below 25-35 years ☐ 36 – 45 years ☐

46 and above ☐ others, specify ☐

Section C: Level of Teachers' Performance in Government-aided Secondary Schools. Answer the below questions appropriately.

Using the Likert Scale, rate your level of agreement. Key: 5= Strongly Agree, 4=Agree, 3= Disagree, 2= Strongly Disagree and 1= Not Sure.

S/N	Statement on the Level of Teachers' Performance	5	4	3	2	1
1	**Preparation and Planning (Scheme of Work and Lesson Plan)**					
i	I always scheme for the entire term					
Ii	I always adhere to and strictly follow my scheme of work					
iii	I understand the content in my scheme of work					
Iv	My scheme book is always moderated by the D.O.S					
V	I always plan my lesson before going to class					
vi	Lesson plan book inspected before entering class					
vii	I strictly adhere to and follow my lesson plan in class					
viii	I always make my teaching learning materials available for staff use					
2	**Syllabus coverage**	**5**	**4**	**3**	**2**	**1**
i	In my subject, I conduct team teaching to complete the syllabus					
ii	I always teach extra lesson to my students					
iii	I always follow my time table frequently					
iv	Boosting syllabus coverage through group discussion					
v	Syllabus book always available to guide learning					
3	**Supervising Extra-curricular Activities**					
i	I actively participate in planning and organizing extra-curricular activities for students.					
ii	I regularly supervise students during extra-curricular activities to ensure their safety and engagement.					
iii	Extra-curricular activities at my school are well-coordinated and supported by the teaching staff.					
iv	I consider supervising extra-curricular activities as an essential part of my teaching responsibilities.					
v	I receive adequate support and resources from the school administration to effectively supervise extra-curricular activities.					
4	**Guidance and Counselling**					
i	I provide regular guidance and counselling sessions to help students with academic, social, and personal issues.					
ii	Students in my school feel comfortable seeking guidance and counselling support from teachers or counsellors.					

Section D: School Governance Practices in Government-aided Secondary Schools.

iii	Guidance and counselling services in my school effectively address the emotional and behavioural needs of students.					
iv	The school administration prioritizes and supports the implementation of guidance and counselling programs.					
v	I have received adequate training to offer effective guidance and counselling services to students.					
5	**Learners' Assessment**	**5**	**4**	**3**	**2**	**1**
i	My learners always get high score in the test					
ii	My subject is always best done by the learners					
iii	Assessment materials are always available for the staff.					
iv	I always create assignments and give feedback for my learners					
v	All examination is moderated by the D.O.S					
6	**Classroom Management**	**5**	**4**	**3**	**2**	**1**
i	I establish and consistently enforce clear rules and expectations in my classroom.					
ii	I effectively handle disruptive behavior to maintain a conducive learning environment.					
iii	Students in my class are well-behaved and stay on task during lessons.					
iv	I use a variety of strategies to keep students engaged and minimize distractions.					
v	I feel confident in my ability to manage classroom activities smoothly and efficiently.					
7	**Time Management**					
i	I always plan my daily tasks and stick to a clear schedule.					
ii	I effectively prioritize my responsibilities to meet deadlines.					
iii	I allocate enough time for lesson preparation, teaching, and administrative tasks.					
iv	Good time management positively affects my work performance.					
v	I regularly review and adjust my timetable to improve productivity.					
8	**Content Delivery**					
i	I deliver subject content in a clear and understandable manner.					
ii	I use appropriate teaching methods and instructional materials to enhance content delivery.					
iii	I relate lesson content to real-life situations to improve student understanding.					
iv	I adjust my teaching pace based on students' comprehension levels.					
v	My content delivery effectively engages students and promotes active participation.					

Using the Likert Scale, rate your level of agreement. Key: 5= Strongly Agree, 4=Agree, 3= Disagree, 2= Strongly Disagree and 1= Not Sure.

S/N	Statement on School Governance Practices	5	4	3	2	1
1	**Accountability and Oversight**					
i	School leaders regularly monitor staff performance to ensure accountability.					
Ii	There are clear procedures in place for reporting and addressing misconduct or negligence.					
iii	I am held accountable for fulfilling my professional duties and responsibilities.					
Iv	The school management provides regular feedback and oversight to improve performance.					
V	Oversight mechanisms in this school promote transparency and effective service delivery.					
2	**Budget Approval**	**5**	**4**	**3**	**2**	**1**
i	The school follows a transparent and inclusive process when preparing and approving the annual budget.					
ii	Teachers and staff are adequately consulted during the school budget approval process.					
iii	The approved budget reflects the actual needs and priorities of the school.					
iv	The School Management Committee or Board of Governors effectively oversees the budget approval process.					
v	There are clear guidelines and timelines for submitting and approving budget proposals.					
3	**Monitoring of School Activities (teaching and learning)**					
i	The school administration regularly monitors classroom teaching to ensure quality education delivery.					
ii	There is consistent supervision of lesson planning, scheme of work, and syllabus coverage.					
iii	Student learning outcomes are regularly assessed and used to improve teaching strategies.					
iv	Teachers receive constructive feedback from school leaders based on classroom observations.					
v	Monitoring of teaching and learning activities leads to improved student performance and academic standards.					
4	**Decision Making and Policy Implementation**					

i	The school involves key stakeholders (teachers, parents, students) in decision-making processes.					
ii	Policies made at the school are clearly communicated to all staff and are easy to understand.					
iii	There is consistency between school policies and their actual implementation.					
iv	I am given the opportunity to contribute to policy decisions that affect my work or role.					
v	The leadership team effectively enforces policies to improve school management and learning outcomes.					
5	**Annual General Meeting**	**5**	**4**	**3**	**2**	**1**
i	The school conducts Annual General Meetings regularly and as scheduled.					
ii	Stakeholders (parents, teachers, students, and community members) are adequately informed and invited to attend AGMs.					
iii	Key decisions regarding school development and accountability are discussed during the AGM.					
iv	AGMs provide an open platform for stakeholders to express views and concerns about school affairs.					
v	The outcomes and resolutions from the AGM are effectively implemented and followed up by school leadership.					
6	**Communication and Information Flow**	**5**	**4**	**3**	**2**	**1**
i	Important information is communicated promptly and clearly to all staff members.					
ii	There are effective channels in place for two-way communication between management and staff.					
iii	I receive regular updates about school policies, activities, and decisions.					
iv	Feedback from teachers and students is encouraged and considered by the school administration.					
v	Communication within the school promotes collaboration and a positive working environment.					

Appendix B: Interview Guide for Head Teachers in Government-Aided Secondary Schools in Gulu City.

Section A: Background

I am Ms. Acen Beatrice a student of Gulu University pursuing a degree of Master of Education in Education Management. Am glad to inform you that you have been selected to participate in a study which seeks to investigate the influence of School Governance practices and Teachers' Performance in Government-aided Secondary Schools in Gulu City. As an educator, your contribution to this study is of paramount importance. Participate freely in the study and be rest assured of confidentiality as all the information obtained from this study shall be used for academic purposes. You are kindly requested to respond to questions below as specified in each section. There is no need for your name in the questionnaire.

Section B: Questions on Level of Teachers' Performance in Government-aided Secondary Schools. Answer the below questions appropriately (Dependent Variable).

1. What is the level of teachers' performancein secondary schools in this school?
   High, Moderate or Low
2. How do you rate your teachers' expected job performance in this school?
   (i) Syllabi Coverage. High Moderate or Low
   (ii) Time Management. High, Moderate or Low
   (iii) Learners' Assessment. High, Moderate or Low
   (iv) Scheme of work. High, Moderate or Low
   (v) Lesson plan. High, Moderate or Low
   (vi) Time Management. High, Moderate or Low
   (vii) Guidance and Counselling. High, Moderate or Low
   (viii) Supervising Extra-curricular. High, Moderate or Low
   (ix) Classroom Management. High, Moderate or Low
2. Are you aware of government policies on promoting teacher's performance? ……

Section C: School Governance Practices in Government-aided Secondary Schools in Gulu City

1. Which of these school governance practices do you have in this school?

i. Accountability and oversight

ii. Budget approval

iii. Monitoring school activities (teaching and learning).

iv. Decision making and policy implementation

v. Annual general meeting (AGM).

vi. Communication and information flow.

2. What is your opinion on school governance practices in this school?

……

Appendix C: Questionnaire Guided for Focused Group Discussion for BoGs and PTA Executives.

Section A: Questions on Level of Teachers' Performance

1. In your opinion, what factors most influence teachers' ability to effectively deliver lessons in this schools?
2. How do teachers manage their time regarding lesson preparation, classroom instruction and student assessment in this school?
3. What challenges do teachers face in implementing effective classroom management strategies in this school?
4. How is teacher performance monitored and evaluated in your school?

5. To what extent do teachers participate in extracurricular activities, student mentorship and guidance and counselling roles?

B. Questions on School Governance Practices

1. How would you describe the involvement of school management and Boards of Governors in supporting teaching and learning?

2. What role do school leaders play in monitoring classroom activities and providing feedback to teachers?

3. Are teachers adequately involved in school-level decision-making and policy implementation? If yes, how? If not, why?

4. How transparent and participatory are the school budgeting and resource allocation processes?

5. How effective is communication and information sharing between administrators, teachers and other stakeholders in your school?

Appendix D: Interview Guide for CIS and PCEO.

Section A: Background

I am Ms. Acen Beatrice pursuing a student of Gulu University pursuing a degree of Master of Education in Education Management. Am glad to inform you that you have been selected to participate in a study which seeks to investigate the influence of School Governance practices and Teachers' Performance in Government-aided Secondary Schools in Gulu City. As an educator, your contribution to this study is of paramount importance. Participate freely in the study and be rest assured of confidentiality as all the information obtained from this study shall be used for academic purposes. You are kindly requested to respond to questions below as specified in each section. There is no need for your name in the questionnaire.

Section B: Questions on Level of Teachers' Performance in Government-aided Secondary Schools. Answer the below questions appropriately (Dependent Variable).

3. What is the level of teachers' performancein government-aided secondary schools in Gulu City?
   High, Moderate or Low

2. How do you rate your teachers' expected job performance in government-aided secondary schools in Gulu City?

i. Syllabi Coverage. High Moderate or Low

ii. Time Management. High, Moderate or Low

iii. Learners' Assessment. High, Moderate or Low

iv. Scheme of work. High, Moderate or Low

v. Lesson plan. High, Moderate or Low

vi. Time Management. High, Moderate or Low

vii. Guidance and Counselling. High, Moderate or Low

viii. Supervising Extra-curricular. High, Moderate or Low

ix. Classroom Management. High, Moderate or Low

Section C: School Governance Practices in Government-aided Secondary Schools in Gulu City

1. Which of these school governance practices do you have in government-aided secondary school in Gulu City?

i. Accountability and oversight

ii. Budget approval

iii. Monitoring school activities (teaching and learning).

iv. Decision making and policy implementation

v. Annual general meeting (AGM).

vi. Communication and information flow.

2. What is your opinion on school governance practices in this school?

……

Appendix D: Krejcie and Morgan Table of Sample Size Determination (1970).

N	S	N	S	N	S	N	S	N	S
10	10	10	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Sample Size(s) required for the given Population Sizes (N)

Appendix E: A Sketch Map of Gulu City Showing the Study Area.

